Local Control and Accountability Plan

Los Angeles Unified

Executive Preparatory Academy of Finance

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§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
• Principal was trained on how to read and interpret the eight priority metrics (data). The training session occurred on May 5, 2015. • On May 6, 2015 faculty and classified staff were provided professional development and were asked input that helped to formulate the document and provide quantitative information. • The public and parents were notified of the opportunity to attend our May 12, 2015 site meeting to provide input. • Parents were trained and input was gathered on the LCFF, LCAP, 8 priority metrics, and goals in an LCAP meeting on May 12, 2015. • Draft goals available in the office within the parent information area on May 15, 2015. • Draft of Sections 2 and 3 available in the office within the parent information area beginning May 18, 2015. • Principals held a focus group with students regarding input on school goals on May 20, 2015. • Complete LCAP draft available in the office within the parent information area and in Board Agenda on May 19, 2015 and June 4th. • On June 7, 2015 there was a public hearing at regularly scheduled governing board meeting . LCAP adopted at regularly scheduled governing board meeting on June 7, 2015.	Stakeholders reviewed LCAP expectations and aligned LCAP goals to LEA Plan goals, as these are common themes that are reoccurring throughout the year. All stakeholders synthesized input to include 7 major goal areas in the LCAP over the next five years, and these goals areas are reflected in the 2015-2016 LCAP goals: *A number of themes were identified as a result of the investigation of data and input process. These common and recurring themes are identified below and reflected in the revised goals, actions/services and financial allocations as documented in subsequent pages.* *Themes:* • *School-Wide Discipline Plan-Implement and monitor more effectively the school wide discipline plan, also known as as the EPAF Stock Exchange. Incorporate more incentives as part of the discipline plan.* • *Provide more opportunities for field trips, including college visitation trips* • *Provide opportunities extra curricular activities afterschool such as clubs and sports* • *Increase meaningful engagement and involvement of parents by providing different workshops throughout the year for parents* *Revisions were made to the LCAP goals based on the themes identified above and additional input provided during stakeholder meetings. The following revisions were made to the LCAP goals:* • *Goal 1 was reworded for clarity* • *Goal 2 was reworded for clarity* • *Goal 3 was reworded to reflect a more effective way to track the progress of English Language Learners.* • *Goal 7 was added to reflect the need to provide more opportunities for parent involvement*

Below are the revised LCAP goals for 2015-2016:

1. Students will be proficient in language arts and literacy as measured by Smarter Balanced and/or internal assessments. [result of student achievement data through internal benchmarks, and Smarter Balanced Test data]

2. Students will be proficient in mathematics as measured by the Smarter Balanced and/or internal assessments. [result of student achievement data through internal benchmarks, and Smarter Balanced Test data]

3. Limited English proficient students will increase one performance level on the CELDT/ELPAC and/or will be proficient in ELA and Math as measured by the Smarter Balanced Test and/or internal assessments. As a result, our reclassification rate will exceed our required 5% as stated in our charter on a yearly basis. [results of student achievement data through CELDT, internal benchmarks, student portfolios, and Smarter Balanced]

4. All students will be taught by highly qualified teacher as measured by appropriate credentialing and job assignments. [results from Annual performance visit based off our NCLB performance grid]

5. All students will be educated in learning environments that are safe, drug-free, and conducive to learning. [results based on number of suspensions and expulsions throughout the year]

6. All students will graduate from High School and attend a college or vocational school. [result of student achievement in CAHSEE exam, a-g courses grades and electives grades]

7. All parents/guardians will be provided with resources and knowledge to support their child to be academically, socially and emotionally successful and increased opportunities for input and meaningful participation. [results based on parent feedback from surveys and parent meetings]

Annual Update:

EPAF informed the community and all stakeholders about the opportunities to provide feedback and input on the LCAP. Parents of students from all subgroups, classified staff, certificated staff, administrators, and students attended and participated in the meetings.

At these meetings we asked participants for their written and/or oral input and involved them in group discussions to get everyone thinking about the eight priorities on in the LCAP. Meetings were designed to be interactive. During each meeting, the administrator presented a PowerPoint that reviewed the different components of the LCAP, LCFF, the eight priority metrics and the goals for 2014-2015. Also discussed was the progress that was made towards each of the goals and how/if actions and services should be revised based on quantitative and qualitative data.

Throughout the 2014-2015 school year, we met with stakeholders on a regular basis to analyze our progress towards our 14-15 goals. These meetings included:

- Monthly Parent Meetings: At monthly parent meetings the school presented and/or gained input regarding:
  - Student achievement based on benchmark and other assessments
  - Student achievement for all subgroups
  - Updates on repairs and improvements being made to facilities
  - Update on teacher hiring
  - Individual Graduation Plan information and updates on UC A-G Courses and graduation requirements
  - Parent survey results & parent training on school programs
  - School policies on attendance and behavior
  - College Readiness information
- Board Meetings: At board meetings the school presented:

Annual Update:

Stakeholder groups provided feedback reviewing which future goals and actions remained relevant. Stakeholders made recommendations for additions and/or changes. These are noted in section 2. As a result of these meetings and recommendations, we refined and focused our LCAP goals from the 2014-2015 LCAP, annual measurable outcomes, proposed actions and services, as well as expenditures to reflect the identified priorities. Based on stakeholder input, we also added a goal focused on the increase of parental involvement.

Metrics/Success Indicators were revised and developed to support progress towards each of the goals and reflective of the stakeholder input. Action and services were reorganized to better fit related goals.

The plan includes specific supports and expenditures for unduplicated students (Foster Youth, English Learners, and Low-Income Students). Programs, services, and aligned expenditures are detailed in subsequent pages and are tied to the academic data and needs of our students.

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  - Student achievement based on benchmark and other assessments
  - Student achievement for all subgroups
  - Updates on repairs and improvements being made to facilities
  - Update on teacher hiring
  - Data regarding students on-track to graduate in 4 years
  - Parent Survey Results
- School Site Council Meetings (SSC): At SSC meetings the school presented and/or gained input regarding:
  - Student achievement based on benchmark and other assessments
  - Student achievement for all subgroups
  - Updates on repairs and improvements being made to facilities
  - Update on teacher hiring
  - Data regarding students on-track to graduate in 4 years
  - Parent Survey Results
  - WASC
  - Parent Engagement plan
- Teacher Meetings: At teacher meetings, administrators presented and/or gained input regarding:
  - Student achievement based on benchmark and other assessments
  - Student achievement for all subgroups including ELLs
  - ☐Professional development topics
  - School Wide Discipline
  - Graduation Requirements
- Student Meetings: At student meetings, administrators presented and/or gained input regarding
  - Student achievement based on benchmark and other

assessments:
- School Wide Discipline
- Graduation requirements
- College Readiness

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Students will be proficient in language arts and literacy as measured by Smarter Balanced and/or internal assessments.	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5__ 6__ 7 X 8 X COE Only: 9__ 10__ Local: _____
Identified Need:	• Increase student achievement in English Language Arts for all subgroups • Increase support for struggling students • Evaluate teacher support needs • Increase professional development in teaching strategies to help all students achieve in ELA • Evaluate what is working and what is not working for each subgroup of students Metrics for measuring: Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks, Percent proficient for all students, EL reclassification rates, Teacher observations	
Goal Applies to:	Schools: High School	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 5% over previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Summer PD: Require teachers to attend annual summer training institute, which will include a focus on reading and language arts. 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	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $6,000 for summer professional development Funding Source: LCFF S&C

standards. During the summer institute time will be set-aside for teachers to map curriculum to standards. Attendance is recorded, resources are given, and evaluations are completed.			
Weekly PD: Weekly PD will focus on integrating rigor into student writing, rubrics, and integrating evidence of literacy in room environment. Weekly PD will also focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research will be placed in all classrooms, including replacement of consumable materials on an annual basis. Purchased textbooks also target EL students, SPED students,	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $30,000 for textbooks Funding Source:LCFF S&C

and students who need additional assistance.			
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. For 30 minutes per day, the 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 depending on students' needs. Supplemental literacy software such as Achieve3000, will be purchased to better meet students' vocabulary, reading comprehension and fluency needs.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source: Title I Amount: $15,000 for Achieve3000 Funding Source: LCFF S&C
After School Tutoring: After school tutoring is offered during the school year for students not meeting	Charter-Wide	_X_ All --- OR:	N/A

grade-level proficiency in ELA assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in Language Arts and communicates the results to the entire school community. The Councils contributes input on how to improve reading instruction and programs.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in several areas, such as fluency and vocabulary. 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. Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by paraprofessionals, will address identified learning needs.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for Paraprofessionals Funding Source: Title I
Technology: Due to lack of technology in the homes of students who come from a low economic household, we would like to provide one	Charter-Wide	_X_ All -- OR: _X_ Low Income pupils __English Learners	Amount: $50,000 for student laptops Funding Source: LCFF S&C

computer, ear phones, and a typing program for every low economic student at school. The use of computers would also assist with the transition to the computer based test of Common Core. As well, students would have access to free tutorial programs to help increase student achievement.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for headphones Funding Source:LCFF S&C Amount: $5,000 for typing program Funding Source: LCFF S&C
Conferences: In order to increase student achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.	Charter-Wide	_X_All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $5,000 for conferences/professional development Funding Source:Title 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.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source: SPED
Workshops for Foster Parents: Executive Prep will offer parent workshops that address social and behavioral challenges that foster youth face. Strategies will be provided to	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners _X_Foster Youth	Amount: $800 for parent workshops Funding Source: LCFF S&C

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
(continued from previous) parents and topics will be devised based on guardian needs. Our school site counselor will help facilitate these meetings.		__Redesignated fluent English proficient __Other Subgroups: _____	
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.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	N/A
Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Amount: $800 for professional development resources Funding Source:LCFF S&C

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 5% over previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Summer PD: Require teachers to attend annual summer training institute, which will include a focus on reading and language arts. This will provide teachers with intensive training to ensure that standards are understood and supported.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $6,300 for summer professional development Funding Source:LCFF S&C

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. Attendance is recorded, resources are given, and evaluations are completed.			
Weekly PD: Weekly PD will focus on integrating rigor into student writing, rubrics, and integrating evidence of literacy in room environment. Weekly PD will also focus on integrating language arts standards across all content areas to increase the level of rigor in the academic program.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research will be placed in all classrooms, including	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth	Amount: $31,500 for ELA Textbooks Funding Source:LCFF S&C

replacement of consumable materials on an annual basis. Purchased textbooks also target EL students, SPED students, and students who need additional assistance.		__Redesignated fluent English proficient __Other Subgroups: _____	
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. For 30 minutes per day, the 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 depending on students' needs. Supplemental literacy software such as Achieve3000 will be purchased to better meet students' vocabulary, reading comprehension and fluency needs.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source:Title I Amount: $15,000 for Achieve3000 Funding Source: LCFF S&C

After School Program: The school will offer an After School Program, funded through ASES, Monday through Friday from dismissal to 6:00pm. Students will be able to choose from many activities, including: art, dance, and outdoor recreation activities. Students who attend the program will also participate in targeted academic instruction in addition to homework assistance.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $150,000 for After School Program Funding: ASES
Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in Language Arts and communicates the results to the entire school community. The Councils contributes input on how to improve reading instruction and programs.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in several areas, such as fluency and vocabulary. 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. Special homework assignments are given to students who are identified with special learning needs.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source: Title I

Tutoring, provided by paraprofessionals, will address identified learning needs.			
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 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. August 2016, Smartboards and smartboard wireless tablets will be purchased to enhance student participation and enhance visual learning for students. Smartboard lessons can be printed for students so that review can take place outside of the classroom.	Charter-Wide	_X_All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $52,500 for student laptops Funding Source: LCFF S&C Amount: $1,050 for headphones Funding Source:LCFF S&C Amount: $5,000 for typing program Funding Source: LCFF S&C Amount: $60,000 for Smartboards Funding Source:LCFF S&C Amount: $10,000 for Smartboard wirless tablets Funding Source:LCFF S&C Amount: $2,000 for Smartboard training Funding Source: LCFF S&C
Conferences: In order to increase student	Charter-Wide	__All --	Amount: $5,250 for conferences/professional

achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	development Funding Source:Title 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.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source: SPED
Workshops for Foster Parents: Executive Prep will offer parent workshops 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. Our school site counselor will help facilitate these meetings.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $840 for parent workshops Funding Source:LCFF S&C
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.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	N/A

Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Amount: $840 for professional development resources Funding Source:LCFF S&C

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2017-18</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 5% over previous year.</td></tr>
<tr><td align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td>Summer PD:
Require teachers to attend annual summer training institute, which will include a focus on reading and language arts. 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. Attendance is recorded, resources are given, and evaluations are completed.</td><td>Charter-Wide</td><td>_X_All
----
OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____</td><td>Amount: $6,615 for summer professional development Funding Source:LCFF S&C</td></tr>
<tr><td>Weekly PD:
Weekly PD will focus on integrating rigor into student writing, rubrics, and</td><td>Charter-Wide</td><td>_X_All
----
OR:</td><td>N/A</td></tr>
</table>

integrating evidence of literacy in room environment. Weekly PD will also focus on integrating language arts standards across all content areas to increase the level of rigor in the academic program.		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research will be 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $33,075 for ELA textbooks Funding source:LCFF S&C
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	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source:Title I Amount: $15,000 for Achieve3000 Funding Source: LCFF

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. For 30 minutes per day, the 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 depending on students' needs. Supplemental literacy software such as Achieve3000 will be purchased to better meet students' vocabulary, reading comprehension and fluency needs.			S&C
After School Program: The school will offer an After School Program, funded through ASES, Monday through Friday from dismissal to 6:00pm. Students will be able to choose from many activities, including: art, dance, and outdoor recreation activities. Students who attend the program will also participate in targeted academic instruction in addition to homework assistance.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $150,000 for After School Program Funding: ASES
Parent Involvement: The school maintains a School Site Council. The	Charter-Wide	_X_ All --	N/A

school shares reports on overall student assessments results in Language Arts and communicates the results to the entire school community. The Councils contributes input on how to improve reading instruction and programs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in several areas, such as fluency and vocabulary. 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. Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by paraprofessionals, will address identified learning needs.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source: Title I
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 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. Smartboards and smartboard wireless tablets will be	Charter-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $55,125 for student laptops Funding Source: LCFF S&C Amount: $1,103 for headphones Funding Source:LCFF S&C Amount: $5,000 for typing program Funding Source: LCFF

purchased to enhance student participation and enhance visual learning for students. Smartboard lessons can be printed for students so that review can take place outside of the classroom.			S&C Amount: $20,000 for Smartboards Funding Source:LCFF S&C Amount: $5,000 for Smartboard wirless tablets Funding Source:LCFF S&C Amount: $2,000 for Smartboard training Funding Source:LCFF S&C
Conferences: In order to increase student achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.	Charter-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $5,513 for conferences/professional development Funding Source:Title 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	Charter-Wide	__All --- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source: SPED

basis.			
Workshops for Foster Parents: Executive Prep will offer parent workshops 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. Our school site counselor will help facilitate these meetings.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $882 for parent workshops Funding source:LCFF S&C
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.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	N/A
Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for professional development resources Funding Source:

GOAL:	Students will be proficient in mathematics as measured by Smarter Balanced and/or internal assessments.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _ 4 _X_ 5 _ 6 _ 7 _X_ 8 _X_ COE Only: 9 _ 10 _ Local: _____
Identified Need:	• Increase student achievement in English Language Arts for all subgroups • Increase support for struggling students • Evaluate teacher support needs • Increase professional development in teaching strategies to help all students achieve in ELA • Evaluate what is working and what is not working for each subgroup of students Metrics for measuring: Cumulative Internal Benchmarks, API measured from the cumulative interim benchmarks, and AYP from measured from the cumulative interim benchmarks, Percent proficient for all students, teacher observations	
Goal Applies to:	Schools: High School	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 5% over previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Summer PD: Require teachers to attend annual summer training institute, which will include focus on mathematics. 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 summer	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $6,000 for summer professional professional development (in conjuction with summer professional development for ELA) Funding source:LCFF S&C

institute time will be set-aside for teachers to map curriculum to standards.			
Weekly PD: Weekly PD will focus on integrating student writing and literacy within mathematics. Evidence of numeracy in room environment with rigor will also be a focus. Mathematics will be integrated across all content areas to increase the level of rigor in the academic program.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Textbooks Adoption: Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research will be 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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $25,500 for math textbooks Funding source:LCFF S&C
Intervention:	Charter-Wide	_X_ All	Amount: $104,500 for

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 scoring 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. For 30 minutes per day, the students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance in developing necessary math skills.		--- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	paraprofessionals Funding Source:Title I
After school tutoring is offered during the school year for students not meeting grade-level proficiency in ELA assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $150,000 for After School Program Funding: ASES
Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners	N/A

Mathematics and communicates the results to the entire school community. The Councils contributes input on how to improve math instruction and programs.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in math areas. 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. Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by paraprofessionals, will address identified learning needs.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for Paraprofessionals Funding Source: Title I
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 typing program for every low economic student at school. The use of computers would also assist with the transition to the computer based test of Common Core. As well, students would have access to free tutorial programs to help increase student achievement.	Charter-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for student laptops Funding Source: LCFF S&C Amount: $1,000 for headphones Funding Source:LCFF S&C Amount: $5,000 for typing program Funding Source: LCFF S&C
Conferences:	Charter-Wide	__All	Amount: $5,000 for

In order to increase student achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.		--- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	conferences/professional development Funding Source:Title I
Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Amount: $800 for professional development resources Funding Source:LCFF S&C
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.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	N/A
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.	Charter-Wide	__All --- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source: SPED
Workshops for Foster Parents:	Charter-Wide	__All	Amount: $800 for parent

| Executive Prep will offer parent workshops 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. Our school site counselor will help facilitate these meetings. | | --
OR:
__Low Income pupils __English Learners
_X_Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | workshops
Funding Source: LCFF S&C |

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 5% over previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Summer PD: Require teachers to attend annual summer training institute, which will include focus on mathematics. 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 summer institute time will be set-aside for teachers to map curriculum to standards.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $6,300 for summer professional development Funding Source:LCFF S&C
Weekly PD: Weekly PD will focus on integrating student writing and literacy within mathematics. Evidence of numeracy in room environment with rigor will also be a	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth	N/A

focus. Mathematics and language arts will be integrated across all content areas to increase the level of rigor in the academic program.		__Redesignated fluent English proficient __Other Subgroups: _____	
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. As well, 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Textbooks Adoption: Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research will be 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $26,775 for math textbooks Funding source: LCFF S&C
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	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source:Title I

paraprofessionals to provide assistance to teachers and support students in the classroom through, for example, small group instruction or one-on-one tutoring. Students scoring 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. For 30 minutes per day, the students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance in developing necessary math skills.			
After School Program: The school will offer an After School Program, funded through ASES, Monday through Friday from dismissal to 6:00pm. Students will be able to choose from many activities, including: art, dance, and outdoor recreation activities. Students who attend the program will also participate in targeted academic instruction in addition to homework assistance.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $150,000 for After School Program Funding: ASES
Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in mathematics and communicates the	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth	N/A

results to the entire school community. The Councils contributes input on how to improve math instruction and programs.		__Redesignated fluent English proficient __Other Subgroups: _____	
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in math areas. 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. Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by paraprofessionals, will address identified learning needs.Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by, cross-age tutors, and volunteer aides, addresses identified learning needs.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for Paraprofessionals Funding Source: Title I
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 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	Charter-Wide	__All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $52,500 for student laptops Funding Source: LCFF S&C Amount: $1,050 for headphones Funding Source:LCFF S&C

free tutorial programs to help increase student achievement. August 2016, Smartboards and smartboard wireless tablets will be purchased to enhance student participation and enhance visual learning for students. Smartboard lessons can be printed for students so that review can take place outside of the classroom.			Amount: $5,000 for typing program Funding Source: LCFF S&C Amount: $60,000 for Smartboards Funding Source:LCFF S&C Amount: $10,000 for Smartboard wirless tablets Funding Source:LCFF S&C Amount: $2,000 for Smartboard training Funding Source: LCFF S&C
Conferences: In order to increase student achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.	Charter-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $5,250 for conferences/professional development Funding Source:Title I
Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining	Charter-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient	Amount: $840 for professional development resources Funding Source:LCFF S&C

proficient within ELA and Math.		__Other Subgroups: _____	
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.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	N/A
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.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source: SPED
Workshops for Foster Parents: Executive Prep will offer parent workshops 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. Our school site counselor will help facilitate these meetings.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $800 for parent workshops Funding Source: LCFF S&C
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase proficiency of all students, (including subgroups of socioeconomically disadvantaged students, Foster Youth, and English Language Learners) by 5% over previous year.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Summer PD: Require teachers to attend annual summer training institute, which will include focus on mathematics. 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 summer institute time will be set-aside for teachers to map curriculum to standards.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $6,615 for summer professional development Funding Source: LCFF S&C
Weekly PD: Weekly PD will focus on integrating student writing and literacy within mathematics. Evidence of numeracy in room environment with rigor will also be a focus. Mathematics and language arts will be integrated across all content areas to increase the level of rigor in the academic program.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
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	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

Principal and the teacher to ensure academic growth of students.			
Textbooks Adoption: Mathematics materials that are state adopted for Common Core, standards aligned, and based in scientific research will be 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $28,114 for math textbooks Funding source: LCFF S&C
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 scoring 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. For 30 minutes per day, the students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance in developing necessary math	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source:Title I

skills.			
After School Program: The school will offer an After School Program, funded through ASES, Monday through Friday from dismissal to 6:00pm. Students will be able to choose from many activities, including: art, dance, and outdoor recreation activities. Students who attend the program will also participate in targeted academic instruction in addition to homework assistance.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $150,000 for After School Program Funding: ASES
Parent Involvement: The school maintains a School Site Council. The school shares reports on overall student assessments results in Mathematics and communicates the results to the entire school community. The Councils contributes input on how to improve reading instruction and programs.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify student needs in several areas, such as fluency and vocabulary. 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. Special homework assignments are given to students who are identified with	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $104,500 for paraprofessionals Funding Source: Title I

special learning needs. Tutoring, provided by paraprofessionals, will address identified learning needs.			
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 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. Smartboards and smartboard wireless tablets will be purchased to enhance student participation and enhance visual learning for students. Smartboard lessons can be printed for students so that review can take place outside of the classroom.	Charter-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $55,125 for student laptops Funding Source: LCFF S&C Amount: $1,103 for headphones Funding Source:LCFF S&C Amount: $5,000 for typing program Funding Source: LCFF S&C Amount: $20,000 for Smartboards Funding Source:LCFF S&C Amount: $5,000 for Smartboard wirless tablets Funding Source:LCFF S&C Amount: $2,000 for Smartboard training Funding Source:LCFF S&C
Conferences: In order to increase student	Charter-Wide	__All --	Amount: $5,513 for conferences/professional

achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	development Funding Source:Title I
Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for professional development resources Funding source;
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.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	N/A
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.	Charter-Wide	__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source: SPED
Workshops for Foster Parents: Executive Prep will offer parent	Charter-Wide	__All --	Amount: $882 for parent workshops

workshops 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. Our school site counselor will help facilitate these meetings.		OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Funding source:LCFF S&C

GOAL:	Limited English proficient students will increase one performance level on the CELDT/ELPAC and/or will be proficient in ELA and Math Early as measured by the Smarter Balance and/or internal assessments. As a result, our reclassification rate will exceed our required 5% as stated in our charter on a yearly basis.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 __ 6 __ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: _____
Identified Need:	Increase EL academic achievement performance in ELA and Math Increase student progress on CELDT Metrics for measuring academic gains will be: Smarter Balanced or Internal Benchmarks; AMAO Results; CELDT Results; and Student Portfolios	
Goal Applies to:	Schools: High School	
	Applicable Pupil Subgroups: English learners	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	50% of ELLs will increase one performance level on the CELDT and /or will be proficient in ELA as measured by the Smarter Balanced and/or internal assessments. Reclassification rate will exceed 5%.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Extended Learning Opportunities: Extended day/extended year 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	Charter-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Parent Participation: The school will host workshops for parents to build capacity to support their children's language and literacy development. Workshops will include "literacy nights" to give parents a better understanding of their	Charter-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient	Amount: $1,000 for parent workshops Funding source: LCFF S&C

adolescent reader and to assist parents of struggling or reluctant readers. 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 will be shared at these and general parent meetings.		__Other Subgroups: _____	
Data Tracking: Portfolios are maintained for each student that reflect the depth and breadth of work each student. Monitoring student progress on an ongoing basis with state and local assessments. The site administrators will work with teachers and teachers will work with each other to analyze assessment data to inform instruction.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Professional Development: Regular professional development for teachers and administrators to support Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. As well, professional development will be provided to teachers on transitioning to the new ELD common core standards and implementation within the instructional program.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for professional development Funding source: LCFF S&C
Teaching Strategies: Vocabulary and background knowledge development are emphasized in each instructional lesson. Visual materials and realia are used	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth	N/A

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. Each EL student, upon assessment for language proficiency level receives targeted instruction in ELD appropriate to his/her level of fluency in English. The instructional program for the ELD 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.		__Redesignated fluent English proficient __Other Subgroups: _____	
Supplemental EL Materials/Technology: Software/web-based reading and fluency programs will be utilized to assist students in mastering language at their appropriate pace. As well, these items will provide methods for students to practice their language on a daily basis. In August 2015, specific EL instructional materials that complement our ELA textbook will be purchased. EL specific instructional materials will help to guide specific instruction for EL students in need. Materials utilized will be based on their ELD level. August 2015, a writing program will also be purchased to help take the anxiety out of writing for our EL students. As well, small group instruction will occur with the EL students to help them through the writing process.	Charter-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $2,500 for software/webbased program Funding source: LCFF S&C Amount: $2,500 Writing and EL program Funding source:LCFF S&C

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	55% of ELLs will increase one performance level on the CELDT and /or will be proficient in ELA as measured by the Smarter Balanced and/or internal assessments. Reclassification rate will exceed 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Parent Participation: The school will host workshops for parents to build capacity to support their children's language and literacy development. Workshops will include "literacy nights" to give parents a better understanding of their adolescent reader and to assist parents of struggling or reluctant readers. 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 will be shared at these and general parent meetings.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		Amount: $1,050 for Workshop Materials Funding source:LCFF S&C
Extended Learning Opportunities: Extended day/extended year 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.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		N/A
Data Tracking Portfolios are maintained for each student	Charter-Wide	__All --		N/A

that reflect the depth and breadth of work each student. Monitoring student progress on an ongoing basis with state and local assessments. The site administrators will work with teachers and teachers will work with each other to analyze assessment data to inform instruction.		OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Professional Development: Regular professional development for teachers and administrators to support Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. As well, professional development will be provided to teachers on transitioning to ELD common core standards and implementation within the instructional program.	Charter-Wide	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,050 for professional development Funding source: LCFF S&C
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. Each EL student, upon assessment for language proficiency level receives targeted instruction in ELD appropriate to his/her level of fluency in English. The instructional program for the ELD student is fully integrated	Charter-Wide	__All --- OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

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.			
Supplemental EL Materials/Technology: Software/web-based reading and fluency programs will be utilized to assist students in mastering language at their appropriate pace. As well, these items will provide methods for students to practice their language on a daily basis. Specific EL instructional materials that complement our ELA textbook will be purchased. EL specific instructional materials will help to guide specific instruction for EL students in need. Materials utilized will be based on their ELD level. A writing program will also be purchased to help take the anxiety out of writing for our EL students. As well, small group instruction will occur with the EL students to help them through the writing process.	Charter-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $2,625 for software/webbased program Funding source:LCFF S&C Amount: $2,625 for Writing and EL program Funding source:LCFF S&C

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	60% of ELLs will increase one performance level on the CELDT and /or will be proficient in ELA as measured by the Smarter Balanced and/or internal assessments. Reclassification rate will exceed 5%.

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

Parent Participation: The school will host workshops for parents to build capacity to support their children's language and literacy development. Workshops will include "literacy nights" to give parents a better understanding of their adolescent reader and to assist parents of struggling or reluctant readers. The school will also host parent meetings to bring awareness communicate information about the reclassification process.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,103 for parent workshops Funding source: LCFF S&C
Extended Learning Opportunities: Extended day/extended year 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.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Data Tracking: Portfolios are maintained for each student that reflect the depth and breadth of work each student. Monitoring student progress on an ongoing basis with state and local assessments. The site administrators will work with teachers and teachers will work with each other to analyze assessment data to inform instruction.	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Professional Development: Regular professional development for teachers and administrators to support Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. As well,	Charter-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient	N/A

professional development will be provided to teachers on transitioning to ELD common core standards and implementation within the instructional program.		__Other Subgroups: _____	
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. Each EL student, upon assessment for language proficiency level receives targeted instruction in ELD appropriate to his/her level of fluency in English. The instructional program for the ELD 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.	Charter-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Supplemental EL Materials/Technology: Software/web-based reading and fluency programs will be utilized to assist students in mastering language at their appropriate pace. As well, these items will provide methods for students to practice their language on a daily basis. Specific EL instructional materials that complement our ELA textbook will be purchased. EL specific instructional materials	Charter-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $2,750 for software/webbased program Funding source: Amount: $2,750 Writing and EL program

will help to guide specific instruction for EL students in need. Materials utilized will be based on their ELD level. A writing program will also be purchased to help take the anxiety out of writing for our EL students. As well, small group instruction will occur with the EL students to help them through the writing process.			Funding source:

GOAL:	All students will be educated in learning environments that are safe, drug-free,and conducive to learning and create a sense of "school connectedness".	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5 X 6 X 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Poor attendance levels lead to decreased student engagement, decreased student achievement and increased number of students who drop out of high school. Metrics for measuring goal: Facility Inspection Tool (FIT), Student office referral rate, Stock Exchange Discipline Plan, Tracking absences through Powerschool and through Dataquest.

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	• The number of office behavior referrals will decrease by 1% from the previous year. • All teachers will use the Stock Exchange Discipline Program consistently. • There will be an increase of 1% from the previous year of students that increase their behavioral stock in the Stock Exchange Discipline Program. • Maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities Inspection Tool). • The number of students who have missed 10 days or more will decrease by 1% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include the "Stock Exchange" and positive behavior support. These programs are an alternative to suspension. Weekly professional developments for classified staff are held to	Charter-Wide	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for School Counselor + $10,500 for benefits Funding Source:SPED

address the cleanliness, safety, and systems in place to promote a nurturing learning environment.			
Behavioral and Academic Intervention: All Executive Preparatory Academy of Finance 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Facilities Needs: In August 2015, Executive Preparatory Academy of Finance will complete repairs and maintenance on the campus so that students are attending a hazard free school. In August 2016, the school will be painted inside and out. Updates of the restroom will occur if needed.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount:$15,500 Maintenance for facilities Funding source: LCFF S&C
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 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

| School Wide Discipline Plan:
Train all staff, certificate and classified, on School Wide Discipline Plan (the "Stock Exchange"). Promote and make visible the "Stock Exchange" and behavior expectations throughout the school. Hold weekly/monthly assemblies focused on the "Stock Exhange" and recognizing students for positive behavior. Provide incentives for students meeting Stock Exchange goal. | Charter-Wide | _X_ All
----
OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | Amount: $1,000 for material and supplies
Funding source:LCFF S&C

Amount: $2,000 for student incentives
Funding source: LCFF S&C |

| LCAP Year 2: 2016-17 |

| Expected Annual Measurable Outcomes: | • The number of office behavior referrals will decrease by 1% from the previous year.
• There will be an increase of 1% from the previous year of students that increase their behavioral stock in the Stock Exchange Discipline Program.
• Maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities Inspection Tool).
• The number of students who have missed 10 days or more will decrease by 1% from the previous year. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include the "Stock Exchange" 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for school counselor + $10,500 for benefits Funding source: SPED

Behavioral and Academic Intervention: All Executive Preparatory Academy of Finance 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Facilities Needs: Executive Preparatory Academy of Finance will complete repairs and maintenance on the campus so that students are attending a hazard free school. In August 2016, the school will be painted inside and out. Updates of the restroom will occur if needed.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $11,025 for maintenance and facilities Funding source: LCFF S&C
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 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
School Wide Discipline Plan: Train all staff, certificate and classified, on School Wide Discipline Plan (the "Stock Exchange"). Promote and make visible the	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners	Amount: $1,050 for material and supplies Funding

| "Stock Exchange" and behavior expectations throughout the school. Hold weekly/monthly assemblies focused on the "Stock Exhange" and recognizing students for positive behavior. Provide incentives for students meeting Stock Exchange goal. | | __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | source:LCFF S&C
Amount: $2,100 for student incentives
Funding source:LCFF S&C |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• The number of office behavior referrals will decrease by 1% from the previous year. • There will be an increase of 1% from the previous year of students that increase their behavioral stock in the Stock Exchange Discipline Program. • Maintain clean and safe facilities as measured by an overall score of "Good" or better on the FIT (Facilities Inspection Tool). • The number of students who have missed 10 days or more will decrease by 1% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Positive Discipline: A comprehensive approach to student discipline is executed to promote a positive learning environment. These programs include the "Stock Exchange" 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50000 for school counselor + $10,500 for benefits Funding source:SPED
Behavioral and Academic Intervention: All Executive Preparatory Academy of Finance students have access to a system of personal support services through the school	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners	N/A

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.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Facilities Needs: Executive Preparatory Academy of Finance will complete repairs and maintenance on the campus so that students are attending a hazard free school. School will be painted inside and out if necessary. Updates of the restroom will occur if needed.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $11,050 for facilities and maintenance Funding source:LCFF S&C
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 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
School Wide Discipline Plan: Train all staff, certificate and classified, on School Wide Discipline Plan (the "Stock Exchange"). Promote and make visible the "Stock Exchange" and behavior expectations throughout the school. Hold weekly/monthly assemblies focused on the "Stock Exhange" and recognizing students for positive	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,102 for material and supplies Funding source:LCFF S&C Amount: $2,205 for student

			incentives
behavior. Provide incentives for students meeting Stock Exchange goal.			Funding source:LCFF S&C

GOAL:	All students will be taught by highly qualified teacher as measured by appropriate credentialing and job assignments.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 __ 6 __ 7 X 8 X COE Only: 9 __ 10 __ Local: _____
Identified Need:	Ensuring that teachers are highly qualified to continue to provide quality instruction to all students. Metrics for measuring goal: Oversight visit data, HR internal data	
Goal Applies to:	Schools: All; High School	
	Applicable Pupil Subgroups: All; English learners	
	LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	The school will maintain 100% highly qualified teachers.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Professional Development: Executive Prep'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	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

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.			
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 service include EL, Title I, Special Education, and	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

school-wide activities.			
The school will provide competitive salaries for teachers in order to attract and retain highly qualified and effective teachers.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $50,000 for teacher salary increases Funding Source: LCFF S&C

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2016-17</td></tr>
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Expected Annual Measurable Outcomes:	The school will maintain 100% highly qualified teachers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for training Funding source:
Professional Development: Executive Prep'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	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

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.			
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	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

school-wide activities.			
The school will provide competitive salaries for teachers in order to attract and retain highly qualified and effective teachers.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: To be determined Funding Source: LCFF S&C

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	The school will maintain 100% highly qualified teachers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount:$1,000 for training Funding source:
Professional Development: Executive Prep'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	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

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.			
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 Tuesday, 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	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

school-wide activities.			
The school will provide competitive salaries for teachers in order to attract and retain highly qualified and effective teachers.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: TBD Funding Source: LCFF S&C

GOAL:	All students will graduate from High School and attend a college or vocational school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: _____
Identified Need:	Ensure students to have more opportunities after high school. Metrics for measuring goal: Graduation rate and CAHSEE exam data, EAP data, and AP Exam data	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% of students will graduate within four years of high school instruction and will attend a college or vocational school. Increase the number of students on-track to graduate based on A-G requirements of UC/CSU by 10% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: AP Workshops and Training $5,000 Funding Source: LCFF S&C Amount: AP Exam Prep $1,000 Funding Source: LCFF S&C
Intervention: Students who do not pass a course the first time will be provided opportunities to recover	Charter-Wide	_X_ All --- OR:	N/A

or complete the course again 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.		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Test Preparation: CAHSEE Prep and 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $5,000 for Test Prep Professional Development Funding Source:LCFF S&C Amount: $2,000 for ACT/SAT Prep Funding source:LCFF S&C Amount: $1,200 for AP Exam Prep Funding source:LCFF S&C Amount: $1,000 for EAP Exam Prep Funding source:LCFF S&C
Graduation Tracking Data: Students will be tracked based on their completion of graduation requirements including CAHSEE Prep completion and A-G	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners	N/A

course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from Executive Prep, 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.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
Saturday Workshops: Starting Aug 2015, 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 workshop materials and supplies Funding source: LCFF S&C
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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $2000 for Bus for College/University visit Funding source:LCFF S&C
College and Career Fairs Starting in Oct 2015, since transportation is a problem for families with low economic needs, Executive Prep will host a college and career fair to educate students of their options after high school. Parents will be encouraged to attend this event to gain	Charter-Wide	__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

knowledge on how to apply for financial aid and scholarships.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% of students will graduate within four years of high school instruction and will attend a college or vocational school. Increase the number of students on-track to graduate based on A-G requirements of UC/CSU by 10% from the previous year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $5250 for AP Workshops and Training Funding source:LCFF S&C Amount: $1050 for AP Exam Prep Funding source:LCFF S&C
Intervention: Students who do not pass a course the first time will be provided opportunities to recover or complete the course again 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	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

resume for colleges and careers.			
Test Preparation: CAHSEE Prep and 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. 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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $5,250 for Test Prep Professional Development Funding Source:LCFF S&C Amount: $2,100 for ACT/SAT Prep Funding source:LCFF S&C Amount: $1,260 for AP Exam Prep Funding source:LCFF S&C Amount: $1,050 for EAP Exam Prep Funding source:LCFF S&C
Graduation Tracking Data: Students will be tracked based on their completion of graduation requirements including CAHSEE Prep completion and A-G course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from Executive Prep, students will be tracked through Powerschool based on college/vocational school acceptance and college/vocational school attendance.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

Scholarship amounts will also be recorded and tracked through Powerschool.			
Saturday 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.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for Workshops and Training Funding source: LCFF S&C
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.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $ 2100 for Bus for College/University visit Fundung Source: LCFF S&C
College and Career Fairs: Since transportation is a problem for families with low economic needs, Executive Prep 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.	Charter-Wide	_X_All --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% of students will graduate within four years of high school instruction and will attend a college or vocational school.

| | Increase the number of students on-track to graduate based on A-G requirements of UC/CSU by 10% from the previous year. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: AP Workshops and Training $5,113 Funding Source: LCFF S&C Amount: AP Exam Prep $1,103 Funding Source: LCFF S&C
Intervention: Students who do not pass a course the first time will be provided opportunities to recover or complete the course again 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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Test Preparation CAHSEE Prep and 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 for CAHSEE Prep and Kaplan SAT and ACT prep book will	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Amount: $5,513 for Test Prep Professional Development Funding Source:LCFF S&C

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.		__Other Subgroups: _____	Amount: $2,205 for ACT/SAT Prep Funding source:LCFF S&C Amount: $1,323 for AP Exam Prep Funding source:LCFF S&C Amount: $1,103 for EAP Exam Prep Funding source:LCFF S&C
Graduation Tracking Data: Students will be tracked based on their completion of graduation requirements including CAHSEE Prep completion and A-G course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from Executive Prep, 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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Saturday Workshops: Starting Aug 2015, 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	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for workshops and training Funding source:

of applications, academic requirements, costs, and tests that need to be completed prior to their child applying to colleges.			
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.	Charter-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $2,205 for Buses for college visits Funding Source: LCFF S&C
College and Career Fairs: Since transportation is a problem for families with low economic needs, Executive Prep 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.	Charter-Wide	_X_All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

GOAL:	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.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: _____

Identified Need:	

Goal Applies to:	Schools: All; High School
	Applicable Pupil Subgroups: All; English learners

<div align="center">LCAP Year 1: 2015-16</div>

Expected Annual Measurable Outcomes:	• Increase level of parent participation in parent events such as monthly parent meetings, workshops and parent conferences by 5% over previous year • Provide parent workshops on a bi-monthly (every two months) basis

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Satisfcation Surveys: Develop and implement a parent survey to evaluate 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.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Parent Workshops: Develop and offer parent workshops on a variety of topics based from parent input from surveys.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,000 for workshop materials Funding Source: LCFF S&C
Parent Bulletin: Create and distribute a bulletin of Parent	Charter-Wide	_X_ All ---	Amount: $500 for materials and

Engagement that outlines parent engagement opportunities that parents can become involved in throughout the school year.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	supplies Funding Source: LCFF S&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.	Charter-Wide	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $500 for materials and supplies Funding source: LCFF S&C
Parent Participation: Monitor and track parent participation at all parent engagement events via parent sign-ins.	Charter-Wide	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	• Increase level of parent participation in parent events such as monthly parent meetings, workshops and parent conferences by 5% over previous year • Provide parent workshops on a bi-monthly (every two months) basis

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	Charter-Wide	X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	N/A

year, and review and share results with staff and parents.		__Other Subgroups: _____	
Parent Workshops: Develop and offer workshops on a variety of topics based from parent input from surveys.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,050 for workshop materials Funding Source: LCFF S&C
Parent Commuication: 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.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $525 for materials and supplies Funding source:LCFF S&C
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.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $525 for materials and supplies Funding source:
Parent Participation: Monitor and track parent participation at all parent engagement events via parent sign-ins.	Charter-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• Increase level of parent participation in parent events such as monthly parent meetings, workshops and parent conferences by 5% over previous year • Provide parent workshops on a bi-monthly (every two months) basis

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Survey: 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, review and share results with staff and parents. Revise parent survey as needed.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A
Parent Workshops: Develop and offer workshops on a variety of topics based from parent input from surveys.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $1,103 for workshop materials Funding source:LCFF S&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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Amount: $551 for materials and supplies Funding source:LCFF S&C
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.	Charter-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth	Amount: $551 for materials and supplies Funding source:LCFF S&C

		__Redesignated fluent English proficient __Other Subgroups: _____	funds
Parent Participation: Monitor and track parent participation at all parent engagement events via parent sign-ins.	Charter-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	N/A

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

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

Original GOAL from prior year LCAP:	By 2016-2017, 55% of students will be proficient in reading informational text, reading literature as measured by the Smarter Balanced and/or internal assessments.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:	By 2014-2015, 45% proficiency in the African-American, Latino, socioeconomic, Foster Youth, and ELL subgroups.	Actual Annual Measurable Outcomes:	2104-2015 Final Benchmark Results in ELA:
			• Schoolwide proficiency:
			  ○ 9th grade: 75%; 10th grade: 43%
			• African American proficiency:
			  ○ 9th grade 82%; 10th grade 45%
			• Latino proficiency:
			  ○ 9th grade:53%; 10th grade 40%
			• Socio-economically disadvantaged proficiency:
			  ○ 9th grade: 77%; 10th grade 42%
			• ELL proficiency:
			  ○ 9th grade 50%; 10th grade 10%
			• Foster Youth proficiency: 100%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Summer PD: Require teachers to attend annual summer training institute beginning Aug. 2014, which will include focus on reading and language arts as well as mathematics. This will provide teachers with intensive training to ensure that standards are understood and supported. Also	Amount: $7680 for Summer PD Teachers	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.	Amount: $5435 Funding Source: Supplemental and Concentration Funds

provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of Common Core standards. During summer institute time will be set-aside for teachers to map curriculum to standards. Attendance is recorded, resources are given, and evaluations are completed			
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
B. Weekly PD: Beginning summer of 2014, PD will focus on integrating rigor into student writing, rubrics, and integrating evidence of literacy and numeracy in room environment. Beginning summer of 2014, PD will focus on integrating language arts and math standards across all content areas to increase the level of rigor in the academic program	N A	All actions and services were implemented for Section B. 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 roll out of project based learning. Professional development on creating an academic classroom environment was also provided.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
C. Grade Level PD:	N/A	Time was set aside at weekly professional	$ 0

Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. As well, 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.		development to allow grade level and subject-alike teachers to meet for instructional planning. During these meetings they analyzed student work samples, reviewed weekly assessment data, and planned intervention strategies for students in their classes.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
D. Textbooks Adoption: Language Arts materials that are state adopted for Common Core, standards aligned, and based in scientific research will be 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.	Amount: $10,500 for ELA Textbooks	Electronic and traditional textbooks were purchased for all students. Textbooks provide leveled support and scaffolding for EL, SPED and other students needing additional academic support. Teachers were provided with professional development on using strategies to further meet the needs of SPED and EL students	Amount:$46,754 for ELA (in conjunction with textbooks for all other subjects) Purchased using PCSGP funds
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

E. Intervention: Executive Preparatory Academy of Finance provides small group instruction as a form of intervention during the school day for students not meeting proficiency. 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. For 30 minutes per day, the students identified for small group tutoring will be placed in skills-based flexible groups and will receive additional assistance from their teachers in vocabulary development, fluency, and reading comprehension strategies depending on students' needs.	Amount: $8,000 for Instructional Materials	Teachers provided small group instruction in the classroom during the school day for students who needed additional support. Students reading below grade level were tutored throughout the instructional day as well as afterschool. Achieve3000, a web-based differentiated instruction program for improving fluency and comprehension was purchased and implemented to provide additional literacy support. Student need for support was determined based on curriculum-based assessments and other internal assessments.	Amount: $14,505 Purchased using PCSGP funds
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
F. After School Tutoring: After school tutoring is offered during the school year for students not meeting grade-level proficiency in language arts assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.	N/A	After school tutoring was offered throughout the year to students below grade level proficiency. Student need for tutoring was determined based on performance on internal assessments. Tutoring was provided by credentialed teachers as well as by college tutors from UCLA Bruin Core.	$ 0

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
G. Parent Involvement: The school maintains a School Site Council and in Aug 2014 will maintain a DELAC. The school shares reports on overall student assessments results in Language Arts and communicates the results to the entire school community. The Councils contributes input on how to improve reading instruction and programs.	N/A	The school established and maintained a school site council that met on a monthly basis beginning in December 2014. During these meetings, the school shared assessment results and discussed how to improve reading instruction and programs and increase parent involvement. The school did not have a DELAC because the number of ELLs was less than 51 students.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
H. Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as fluency and vocabulary. 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.	N/A	Teachers analyzed student performance on quarterly basis using 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 Response to Intervention (RTI) supports to those who needed them. Tutoring was provided by credentialed teachers	$ 0

Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by, cross-age tutors, and volunteer aides, addresses identified learning needs.		and collgege students.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
I. 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 typing program for every low economic student at school. The use of computers would also assist with the transition to the computer based test of Common Core. As well, students would have access to free tutorial programs to help increase student achievement. August 2015, Smartboards and smartboard wireless tablets will be purchased to enhance student participation and enhance visual learning for students. Smartboard lessons can be printed for students so that review can take place outside of the classroom.	Laptops $67,000 Ear Phones $3,500 Typing Program $5,000	New laptop computers were purchased for each student. Headphones were not purchased this year but will be purchased next year for Smarter Balanced testing and other online assessments and programs. Students were given access to a free online typing program, as well as other free educational programs online.	Laptops Amount: $67,858 Funding source: Purchased using PCSGP funds Headphones Amount: Not purchased Funding source: NA Typing program Amount: Purchase was not necessary since the school utilized a free online typing program
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All		_X_ All	

-- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		-- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
J. Conferences: In order to increase student achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.	Amount: $5000 for Conferences	Teachers were provided with on-site professional development on culturally responsive classroom management and on strategies for engaging students of low economic backgrounds.	Amount: Not purchased; professional development was done on-site
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
K. Counseling: 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.	N/A	COST and SST program services, as well as counseling services were made available to all students inlcuding foster youth.	$ 0
Scope of Service:	School-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __		__All -- OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __	

__Other Subgroups: _____		__Other Subgroups: _____	
L. Workshops for Foster Parents: Executive Prep will offer parent workshops 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. Our school site counselor will help facilitate these meetings.	Amount: $500 for Workshop materials	Parent workshops that address social and behavioral challenges were offered to parents of all students including foster youth.	Purchased using PCSGP funds
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
M. 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.	N/A	Data for redesignated students was tracked in order to measure progress towards ELA and Math proficiency. Additional support in class or via tutoring was provided to students not reaching proficiency.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
N. Professional Development: Professional development and teaching strategies such as small group instruction and	Amount: $500 for Materials for P D	Professional development and teaching strategies such as small group instruction and reaching various levels of rigor were be provided	Purchased using PCSGP funds

reaching various levels of rigor will be provided to teachers to ensure that students are remaining proficient within ELA and Math.		to teachers to ensure that students are remained proficient within ELA and Math or made progress towards proficiency.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils __English Learners __Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, this goal was refined and reworded for clarity. The school will continue the planned actions and services in Goal 1. Internal benchmark results show a need for providing specific professional developing on meeting the academic needs of our subgroups and how best to provide support through intervention in the classroom. Intervention will continue to be offered afterschool as well. Based on feedback received from certificated staff, there is still a need for additional professional development and training around the Common Core standards and best instructional practices for helping students master the Common Core standards. In addition to continuing to use current assessment software, the school will also utilize the newly released Smarter Balanced Interim Assessments as another measure of student progress toward the Common Core standards in ELA and Literacy. Finally, to ensure effective use of instructional technology, the school will increase professional development opportunities in instructional technology for both certificated and classified staff members.		

Original GOAL from prior year LCAP:	By 2016-2017, 55% of students will be proficient in number and quantity, algebra, functions, geometry, and statistics and probability as measured by the Smarter Balanced and/or internal assessments.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All; English learners

	Expected Annual Measurable Outcomes:	By 2014-2015, 45% proficiency in the African-American, Latino, socioeconomic, Foster Youth, and ELL subgroups.	Actual Annual Measurable Outcomes:	2014-2015 Final Benchmark Results in Math:
				• Schoolwide proficiency:
				  ○ Algebra 1: 34%; Geometry 32%; Algebra 2: 87%
				• African American proficiency:
				  ○ Algebra 1: 32%; Geometry 40%; Algebra 2: 81%
				• Latino proficiency:
				  ○ Algebra 1: 36%; Geometry 0%; Algebra 2: 100%
				• Socio-economically disadvantaged proficiency:
				  ○ Algebra 1: 35%; Geometry 39%; Algebra 2: 100%
				• ELL proficiency:
				  ○ Algebra 1: 40%; Geometry 0%; Algebra 2: NA
				• Foster Youth proficiency:
				  ○ Algebra 1: 0%; Geometery 0%; Algebra 2: N/A

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Summer PD: Require teachers to attend annual summer training institute beginning Aug. 2014, which will include focus on mathematics. This will provide	Amount: $15,000 for professional development	All planned actions and services were implemented for Section A. Teachers attended summer training institute, which focused on instructional strategies for teaching the Common	Amount: $5435 for professional development Funding source:

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 summer institute time will be set-aside for teachers to map curriculum to standards.		Core standards. Inservice opportunities throughout the year were also provided.	Supplemental and Concentration funds
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
B. Weekly PD: Beginning summer of 2014, PD will focus on integrating student writing and literacy within mathematics. Evidence of numeracy in room environment with rigor and the principles of learning will also be a focus. Mathematics and language arts will be integrated across all content areas to increase the level of rigor in the academic program.	N/A	All actions and services were implemented for Section B. 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 roll out of project based learning. Professional development on creating an academic classroom environment was also provided.	$0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
C. Grade Level PD:	N/A	Time was set aside at weekly professional	$0

Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. As well, 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.		development to allow grade level and subject-alike teachers to meet for instructional planning. During these meetings they analyzed student work samples, reviewed weekly assessment data, and planned intervention strategies for students in their classes.	

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

	Amount:		Amount: $46754
D. Textbooks Adoption: Math materials that are state adopted for Common Core, standards aligned, and based in scientific research will be 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.	$15,500 for math textbooks	Electronic and traditional textbooks were purchased for all students. Textbooks provide leveled support and scaffolding for EL, SPED and other students needing additional academic support. Teachers were provided with professional development on using strategies to further meet the needs of SPED and EL students.	for Math textbooks (in conjunction with all other subjects) Purchased using PCSGP funds

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

E. Intervention: Executive Preparatory Academy Of Finance provides small group instruction as a form of intervention during the school day for students not meeting proficiency. Students scoring 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, internal benchmarks, and Smarter Balanced Assessments.	Amount: $8000 for instructional materials	Teachers provided small group instruction in the classroom during the school day for students who needed additional support. Student need for support was determined based on curriculum-based assessments and other internal assessments.	Purchased using PCSGP funds
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
F. After School Tutoring: After school tutoring is offered during the school year for students not meeting grade-level proficiency in math assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.	N/A	After school tutoring was offered throughout the year to students below grade level proficiency. Student need for tutoring was determined based on performance on internal assessments. Tutoring was provided by credentialed teachers as well as by college students from the UCLA Bruin Core program.	$0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
G. Parent Involvement: The school maintains a School Site Council and in Aug 2014 will maintain a DELAC. The school shares reports on overall student assessments results in Language Arts and communicates the results to the entire school community. The Councils contributes input on how to improve reading instruction and programs.	N/A	The school established and maintained a school site council that met on a monthly basis beginning in December 2014. During these meetings, the school shared assessment results and discussed how to improve reading instruction and programs and increase parent involvement. The school did not have a DELAC because the number of ELLs was less than 51 students.	$0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
H. Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas within mathematics. 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. Special homework assignments are given to students who are identified with special learning needs. Tutoring, provided by, cross-age tutors, and volunteer aides, addresses identified learning needs. Special homework assignments are given to students who are identified with special learning	N/A	Teachers analyzed student performance on quarterly basis using 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 Response to Intervention (RTI) supports to those who needed them. Students were tutored by credentialed teachers as well as by college tutors from UCLA Bruin Core.	$0

needs. Tutoring, provided by, cross-age tutors, and volunteer aides, addresses identified learning needs.			

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

| _X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | | _X_ All

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

| I. 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 typing program for every low economic student at school. The use of computers would also assist with the transition to the computer based test of Common Core. As well, students would have access to free tutorial programs to help increase student achievement. August 2015, Smartboards and smartboard wireless tablets will be purchased to enhance student participation and enhance visual learning for students. Smartboard lessons can be printed for students so that review can take place outside of the classroom. | Laptops
$67,000

Ear Phones
$3,500

Typing Program
$5,000 | New laptop computers were purchased for each student. Headphones were not purchased this year but will be purchased next year for Smarter Balanced testing and other online assessments and programs. Students were given access to a free online typing program. | Laptops
Amount:
$67,858
Funding source:
Purchased using PCSGP funds

Headphones
Amount: Not purchased
Funding source: N A

Typing program
Amount:
Purchase was not necessary since the school utilized a free online typing program |

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

X All		X All	
--		--	
OR:		OR:	
X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
J. Conferences: In order to increase student achievement, teachers and administration will be sent to conferences that provide effective classroom management and teaching strategies for engaging students of low economic backgrounds.	Amount: $5000 for conferences	Teachers were provided with on-site professional development on culturally responsive classroom management and on strategies for engaging students of low economic backgrounds.	Amount: Not purchased; professional development was done on-site
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All		__All	
--		--	
OR:		OR:	
X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
K. Counseling: 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.	N/A	COST and SST program services, as well as counseling services were made available to all students inlcuding foster youth.	$0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All		__All	
--		--	
OR:		OR:	
__Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

L. Workshops for Foster Parents: Executive Prep will offer parent workshops 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. Our school site counselor will help facilitate these meetings.	Amount: $500 for workshop materials	Parent workshops that address social and behavioral challenges were offered to parents of all students including foster youth.	Purchased using PCSGP funds

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All

OR:
__Low Income pupils __English Learners _X_Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

__All

OR:
__Low Income pupils __English Learners _X_Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

M. 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.	N/A	Data for redesignated students was tracked in order to measure progress towards ELA and Math proficiency. Additional support in class or via tutoring was provided to students not reaching proficiency.	$0

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All

OR:
__Low Income pupils __English Learners __Foster Youth
_X_Redesignated fluent English proficient
__Other Subgroups: _____

__All

OR:
__Low Income pupils __English Learners __Foster Youth
_X_Redesignated fluent English proficient
__Other Subgroups: _____

N. Professional Development: Professional development and teaching strategies such as small group instruction and reaching various levels of rigor will be provided to teachers to ensure that students are remaining	Amount: $500 for materials for PD	Professional development and teaching strategies such as small group instruction and reaching various levels of rigor were be provided to teachers to ensure that students are remained proficient within ELA and Math or made progress	Purchased using PCSGP funds

proficient within ELA and Math.		towards proficiency.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	__All --- OR: __Low Income pupils __English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, this goal was refined and reworded for clarity. The school will continue the planned actions and services in Goal 2. Internal benchmark results show a need for providing specific professional developing on meeting the academic needs of our subgroups and how best to provide support through intervention in the classroom. Intervention will continue to be offered afterschool as well. Based on feedback received from certificated staff, there is still a need for additional professional development and training around the Common Core standards and best instructional practices for helping students master the Common Core standards. In addition to continuing to use current assessment software, the school will also utilize the newly released Smarter Balanced Interim Assessments as another measure of student progress toward the Common Core standards in mathematics. Finally, to ensure effective use of instructional technology, the school will increase professional development opportunities in instructional technology for both certificated and classified staff members.

Original GOAL from prior year LCAP:	By 2016-2017, 55% of all limited English proficient students will score Early Advanced on Advanced on the CELDT and/or will be proficient in ELA and Math as measured by the Smarter Balance and/or internal assessments. As a result, our reclassification rate will exceed our required 5% as stated in our charter on a yearly basis.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:	By 2014-2015, 45% proficiency for ELL subgroups.	Actual Annual Measurable Outcomes:	In 2014-2015: • 27% of English Learners increased one performance level • 50% were proficient in their English Language Arts Benchmark (9th grade) • 10% were proficient in their English Language Arts Benchmark (9th grade) • 40% were proficient in their Algebra 1 benchmark • 0% were proficient in the Geometry benchmark • 9% of English Learners were reclassified

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Parent Participation: Support workshops for parents to build capacity to support their children's learning. Provide classes for parents on parenting and other family management skills. Provide child care for parents during meetings and workshops. Prepare and disseminate handbooks and other information to parents to facilitate their	Amount: $500 for Materials and Copying	During general parent meetings, presentations and information was provided to all parents about supporting their child's learning. Information about family management skills was also shared during these meetings. Child care did not seem to be a need during meetings; in the future, however, we will offer child care for parents during parent meetings. The parent student handbook was distributed as	Purchased using PCSGP funds

participation in school activities and their child's learning. Host monthly District-level English Learner Advisory Committee (DELAC) to provide reading and writing strategies, review data of performance for EL students on interim benchmark tests/State Standardized Tests/CELDT, and to provide training on EL supplemental materials such as Reading A-Z materials.		at the beginning of the year. Additionally, parent newsletters with school updates were sent home weekly. The school is not required to form a District-level English Learner Advisory Committee (DELAC); as a result, no DELAC meetings were held.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
B. Extended Learning Opportunities: Extended day/extended year 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	N/A	After school tutoring was provided throughout the year. Students were tutored by both credentialed teachers and college tutors from UCLA Core. Tutoring targetting the needs of ELLs also took place during the school day.While we are unable to provide a summer school program, we have communicated with parents and provided information about various options for summer school.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	

C. Data Tracking: Portfolios are maintained for each student that reflect the depth and breadth of work each student. Monitoring student progress on an ongoing basis with state and local assessments. The site administrators will work with teachers and teachers will work with each other to analyze assessment data to inform instruction.	N/A	Portfolios were maintained for each ELL student. Teachers updated portfolios by making note of most current mastery level of ELL standards and by including samples of student work reflecting student progress and/or mastery. Teachers and administration worked together to disaggregate data after school-wide assessments were administered.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
D. Professional Development: Regular professional development for teachers and administrators to support Common Core standards-based instruction and instructional strategies that are consistent with ELD pedagogy. As well, professional development will be provided to teachers on transitioning to ELD common core standards and implementation within the instructional program.	N/A	Professional development was provided to teachers to provide instructional strategies for working with ELLs. Professional development was provided to teachers to introduce the new ELD standards.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
E. Teaching Strategies:	N/A	As part of their lesson planning,teachers identify	$ 0

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. Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. The instructional program for the ELD 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.		important and/or challenging vocabulary as well background knowledge that students need in order to understand content during a lesson. Visual materials and media such as photographs, illustrations, and videos to make lessons more accessible to students. After administrating internal benchmarks, data is dissaggregated by subgroup and teachers create action plans that include instructional "next-steps" for different subgroups of students including ELLs. Strategies targetting varying levels of ELLs were integrated into daily lessons. Teachers also provided targetted instruction through small group instruction.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
F. Supplemental EL Materials/Technology: August 2014, Listening centers and books on CDs will be utilized to assist students to obtain the language at their appropriate pace. As well, these items will provide methods for students to practice their language on a daily basis. In August 2015, specific EL instructional materials that complement our ELA textbook will be purchased. EL specific instructional materials will help to	Listening Centers $2,000 Books on CD $2,000 Materials and Copying	Although listening centers and books on CD were not utilized in the classroom, textbooks purchased provide leveled support and scaffolding for EL, SPED and other students needing additional academic support. In place of listening centers and books on CD, Achieve3000, a web-based differentiated instruction program for improving fluency and comprehension was purchased and implemented to provide additional literacy	Amount: $14,500 for Achieve3000 Funding Source: Purchased using PCSGP funds

guide specific instruction for EL students in need. Materials utilized will be based on their ELD level. August 2015, a writing program will also be purchased to help take the anxiety out of writing for our EL students. As well, small group instruction will occur with the EL students to help them through the writing process.	$500	support.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on stakeholder input, this goal was refined to reflect a more effective way to track the progress of English Language Learner students. Based on the internal assessment data, there is still a need for additional professional development and training on best instructional strategies for supporting ELLs. Teachers will also need to be trainied on the new ELD standards. We will be evaluating our current educational software programs to determine the effectiveness and consistency of implementation and their specific impact on ELL achievement. We will also look at other programs specifically for ELLs that support language and literacy development.

Original GOAL from prior year LCAP:	All students will be educated in learning environments that are safe, drug-free, and conducive to learning	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: High School	
	Applicable Pupil Subgroups: All; English learners	

Expected Annual Measurable Outcomes:	By 2014-2015, we will reduce office behavior referrals by 1%, 1% of students will increase their behavioral stock in the Stock Exchange Discipline Program, and we will update all areas of campus that are in need of repair By 2014-2015, we will have decreased our number of students who have missed 10 days or more	Actual Annual Measurable Outcomes: In 2014-2015, we had an average of 25 behavior referrals per month. 66% of students were at or above the Stock Point Goal school-wide. We updated areas of campus that are in need of repair, as measured by a score of "Good" on the FIT (Facility Inspection Tool). We did not decrease our number of students who have missed 10 days or more. In 2013-2014, 20 students who had 10 or more unexcused absences; In 2014-2015, we had 21 student who had 10 more unexcused absences. We did not decrease our number of students who have missed 10 days or more. In 2013-2014, 25 students had 10 or more total absences; In 2014-2015, we had 55 student who had 10 more unexcused absences. Based on this data, we did not meet all our expected annual measurable outcomes.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Positive Discipline: A comprehensive approach to student discipline	Amount: $5000 for Positive	The student discipline plan known as the "Stock Exchange" was implemented throughout the year.	Positive discipline

is executed to promote a positive learning environment. These programs include the "Stock Exchange". Weekly professional developments for classified staff are held to address the cleanliness, safety, and systems in place to promote a nurturing learning environment. These programs are an alternative to suspension.	Discipline Training	Teachers and administration kept track of student points earned for positive behavior and students were rewarded for positive behavior. All staff were addressed regarding the cleanliness, safety, and systems in place to promote a nurturing learning environment.	training was done in-house and cost was included in principal's salary

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
B. Parent Involvement: The school communicates with parents through a variety of ways. Parents all have access to teachers' email addresses. 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. In August 2014, DELAC meetings will be conducted monthly to inform parents of EL progress within core academic subjects. General parent meetings and School Site Council meetings will provide additional support and guidance to Foster Youth guardians. As well, the school upholds an open door policy and if additional assistance is needed, then Foster Youth or EL Parents can request a meeting with	Amount: $2,500 for materials and supplies for parent meetings	The school communicated with parents through a variety of ways. All teachers and staff are provided with a school email addresses and email addresses are shared with parents. The school held monthly parent meetings to communicate various information. This information was also communicated via weekly newsletters. Parents were given individual login information to access PowerSchool, our school information system. DELAC meetings were not required as a result of the low ELL population so DELAC meetings were held. The school upheld it's open door policy; administration was available to meet with any parent including those of EL or Foster Youth Students.	Purchased using PCSGP funds

the Principal.			
Scope of Service:	Charter-Wide	**Scope of Service:**	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
C. Behavioral and Academic Intervention: All Executive Preparatory Academy of Finance 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.	N/A	The school employed a part time DIS counselor to provide counseling services to both special education students and non-special education students. The school also employed a full time resource specialist to provide instruction and services for students with an IEP. Speech therapist and school psychologist were contracted out as needed. THE COST and SST programs were implemented and maintained throughout the year to provide additional academic, emotional or social support to students as needed.	$0
Scope of Service:	Charter-Wide	**Scope of Service:**	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
D. Facilities Needs: In Aug 2014, Executive Preparatory Academy of Finance will complete repairs and maintenance on the campus so that students are attending a hazard free school. In Aug 2016, the school will	Amount: $10,000 for maintenance	Areas of campus that were in need of repair were repaired and the school received a score of "Good" on the Facility Inspection Tool.	Amount: $23,624 Funding Source: Supplemental and

			concentration funds (School expended more in this area than initially projected)

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

E. 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 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.	N/A	Per the school's attendance protocol, any time a student was absent, the office manager placed a call home to verify the absence. The Dean of Students held and documented attendance meetings with parents of students with excessive absences to create an action plan to reduce absences.	$0

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a	With this goal we are looking at improving attendance and decreasing the number of students that

result of reviewing past progress and/or changes to goals?	are in the office for behavior referrals. We found that there is a need to better communicate to parents and families about attendance expectations and to build in students incentives for good attendance. With regard to behavior, we found that there is also a need to better train and support all staff and students about the Stock Exchange and our school wide behavior expectations and to hold all staff accountable for tracking student points in order to effectively implement the program at a school wide level. In addition, we will build in additional incentives into the program to further promote and encourage scholarly behavior. There will be continued emphasis placed on creating a safe and healthy environment for all students and staff. Regarding the actions for this goal, we removed the parent involvement action and added a new, separate goal focused on parent involvement (Goal 7). This addition was based on feedback from parents about the need for additional parent involvement opportunities.

Original GOAL from prior year LCAP:	All students will be taught by highly qualified teacher as measured by appropriate credentialing and job assignments.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:	By 2014-2015, we will have 100% highly qualified teachers.	Actual Annual Measurable Outcomes:	Although we had increased teacher turnover throughout the school year and some challenges with staffing, by the end of the 2014-2015 school year, we had 100% highly qualified teachers.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Teacher Feedback and Observations: Teachers will be observed on a regular basis through a coaching model by curriculum specialist to ensure that multiple, effective instructional strategies are being utilized daily. Instructional modeling will be conducted by the curriculum specialist 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.	N/A	Although the school did not have a curriculum specialist, teachers were observed on a regular basis by the principal to ensure that multiple, effective instructional strategies were being utilized daily. Observations conducted were documented, whether both formal and informal. For formal observations, the principal held pre and post conferences with teachers. Instructional modeling was conducted by the principal.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth	

__Redesignated fluent English proficient __Other Subgroups: _____		__Redesignated fluent English proficient __Other Subgroups: _____	
A. Professional Development: Executive Prep'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.	N/A	Professional development topics were chosen based on teacher feedback and perceived needs. At the conclusion of weekly professional developments, teachers are asked to complete a survey to in which they provide feedback about the professional development and input about professional development they would like to see in the future. Professional development topics were also determined based on needs identified through student data analysis and teacher observations.	$ 0
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
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	N/A	The leadership team (i.e.principal, CEO and director of operations) 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	$ 0

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 Tuesday, 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.		professional development included culturally relevant classroom management, improving school climate and building positive parent-teacher relationships. Additionally, professional development also included RTI and interventions for struggling students.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Although by the end of the year 100% of our teaching staff was Highly Qualified, we did experience a high rate of teacher turnover throughout the year. We will continue to coach and observe teachers to ensure they are supported and using effective teaching practices in the classroom. Because the majority of our staff has less than 3 years of teaching experience, we will provide additional support those teachers and tailor professional development to better meet beginning teacher needs. Additionally, we will continue to survey teachers throughout the year to gain input about individual needs.

Original GOAL from prior year LCAP:	All students will graduate from High School and attend a college or vocational school.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: High School
	Applicable Pupil Subgroups: All; English learners

Expected Annual Measurable Outcomes:	NA – first graduating class is 2017	Actual Annual Measurable Outcomes:	Our first graduating class will take place in 2017. In 2014-2015 we created an *Individual Graduation Plan* for every student to help us monitor and track each student's progress towards meeting graduation requirements. The graduation plans are reviewed with students and parents at least twice a year and are updated throughout the year. Based on these plans, 46.4% of students were on track to graduate by their senior year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	Amount: $1500 for teacher workshops and training Amount: $1000 for AP Exam Prep	Teachers were provided professional development regarding differentiated instruction of the common core standards so that they could provide this differentiated instruction to students. This included a 12 hour training on Achieve3000, , a web-based differentiated instruction program for improving fluency and comprehension was purchased and implemented to provide additional literacy support. All courses were submitted for UC approval (approval is pending) and students were offered courses that satisfied a-g requirements.	Teacher workshops and training: Purchased using PCSGP funds AP Exam Prep: (will be purchased in 2015-2016)

		Advanced Placement classes were not offered this year but will be offered to qualifying students in the 2015-2016 school year.	
Scope of Service:	Charter-Wide	**Scope of Service:**	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
B. Intervention: Students who do not pass a course the first time will be provided opportunities to recover or complete the course again 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.	N/A	Student progress toward meeting requirements for graduation is being tracked for all students using an Individual Graduation Plan. Students who did not pass a course the first time will be able to retake the failed course(s) in the next school year and be able to take grade level courses as well. At the same time, high achieving students will continue to be able to take grade level courses as well as AP and elective courses.	$0
Scope of Service:	Charter-Wide	**Scope of Service:**	Charter-Wide
_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
C. Test Preparation: CAHSEE Prep and ACT/SAT Prep classes will be provided to students to prepare them for	Amount: $5,000 for Revolution Prep (for CAHSEE test prep)	CAHSEE prep courses in math and language arts were provided to all students. The school purchased an online CAHSEE tutoring program	Amount: $800 for CAHSEE XLPrep Funding source:

their high stakes tests. Materials, such as but not limited to, Revolution Prep 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.	Amount: $1,000 for ACT Prep Amount: $1,000 for SAT Prep Amount: $1,000 for EAP Exam Prep	called XLPrep and the program was used with all students. EAP and AP exam preparation will take place in the 2015-2016 school year.	Purchased using PCSGP funds Amount: ACT Prep will be purchased in 2015-2016 Amount: SAT Prep will be purchased in 2015-2016 Amount: EAP Exam Prep will be purchased in 2015-2016
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
D. Graduation Tracking Data: Students will be tracked based on their completion of graduation requirements including CAHSEE Prep completion and A-G course completion. Students will have several opportunities to take necessary courses for graduation. In addition, once students graduate from Executive Prep, students will be tracked through Powerschool based on college/vocational school acceptance and	N/A	Individual Graduation Plans were created for each student in order to track their completion of graduation requirements including CAHSEE prep and A-G course completion. The plans are completed by the school counselor and reviewed with students and parents at least twice a year. Because of the mester system on which EPAF is structured, students are able to make up courses and take current grade level courses at the same time. Once students graduate from	$ 0

college/vocational school attendance. Scholarship amounts will also be recorded and tracked through Powerschool.		Executive Prep, 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.	
Scope of Service:	Charter-Wide	**Scope of Service:**	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
E. Saturday Workshops: Starting Aug 2015, 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.	Amount: $1,500 for workshops and training	In 2015, mandatory workshops for the junior class will take place to talk about applying for colleges/vocational schools, financial aid, scholarships 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.	Mandatory workshops are scheduled to be purchased in 2015-2016 school year.
Scope of Service:	Charter-Wide	**Scope of Service:**	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
F. College Visits: Local college visits will be arranged for students to see firsthand what	Amount: $750 for bus/transportation	In 2014-2015 the students went on a college visit to Loyola Marymount University. Students were transported via bu and gathered	Bus Transportation was paid for by

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.		admissions information from the university. In addition, representives from Biola University and Cal State Fullerton visited the campus and met with students providing them with admissions information. Lastly, Duke Univeristy hosted a Career Day on campus.	the university.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

_X_ All

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

_X_ All

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

G. College and Career Fairs: Starting in Oct 2015, since transportation is a problem for families with low economic needs, Executive Prep will host a 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 College and Career Fairs.	N/A	Duke University hosted a career fair on campus for students and parents. The school will host an annual college and career fair for parents and students beginning in October 2015.	$0

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All

OR:
_X_ Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

__All

OR:
_X_ Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This year the school developed Individual Graduation Plans for every student to ensure students are on track to graduate in four years. The plans were reviewed with students and parents twice a year. Students that will need to retake courses are able to do so while taking their grade level

	courses in the same year. We are creating a master schedule with built in opportunities for students to retake necessary courses. Recent CAHSEE scores showed that extensive CAHSEE prep was effective with 89% of 10th grade students passing ELA and 78% of 10th grade students passing Math. We will begin offering ACT/SAT and EAP test prep this year. In addition, this will be the first year that 11th grade students take the Smarter Balanced Summative Assessment. In order to ensure students are prepared for the test and demonstrate college and career readiness we will be administering throughout the year the newly available Smarter Balanced Interim Assessments. Administrators and teachers will use this data, as well as continue to use internal assessment data, to determine steps needed to maintain and increase student achievement and mastery of standards.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$252,386

Supplemental and concentration funds will be used to increase services and support for our targeted sub-groups and their families. Below are descriptions and the justifications for the intended use of these funds:

Goal #1 and #2

Curriculum Support: Support provided to all students to assist with mastery of the Common Core and California State Standards in all core subjects (e.g. Common Core Curriculum, Achieve3000, etc.)

Professional Development: Teachers will continue to receive professional development to ensure they are implementing instructional strategies that positively impact student achievement.

Instructional Materials: Students will be provided with Common Core aligned textbooks, technology equipment such as laptops, and other curricular materials to ensure mastery of the standards and college and career readiness.

Parent Workshops: The school will host parent workshops to provide parents with the knowledge and tools necessary to support their child(ren). Workshops will be for all parents and specific workshops will focus on the needs of parents of foster youth or ELLs.

Goal #3

Parent Workshops: The school will host parent workshops and literacy nights focusing on the needs of ELLs.

Professional Development: The school will provide professional development to teachers focused on best instructional strategies for ELLs and on the new ELD standards.

Technology: The school will provide supplemental EL materials and technology in order to increase levels of proficiency for ELLs.

Goal #4:

Facilities: The school will continue to keep facilities in good condition to ensure a safe learning enviroment.

School Wide Discipline Plan: The school will train all staff and students on the school wide discipline plan and provide incentives for positive behavior and good attendance.

Goal #5:

Highly Qualified Teachers: In order to recruit and retain highly qualified and effective teachers, the school will provide competitive salaries.

Goal #6:

Intervention Services: Students will be able to recover A-G course credit during the academic year to allow for mastery of the Common Core and California State Standards and keeping students on track to graduate in 4 years.

PSAT/SAT/ACT/EAP test prep: In support of college and career culture the PSAT/SAT/ACT/EAP test prep will be provided to grades 9-11 to increase College and Career Readiness of all students.

Exposure to Colleges and Universities: To further increase college and career readiness and awareness, students will visit various colleges and universities.

Goal #7:

Parent Involvement: The school will host monthly parent workshops informing, training and guiding parents on topics such as Understanding College Readiness, Common Core Standards, and Effective Parenting and other topics that will help our families understand how to navigate our school system in a way that promotes access to post secondary opportunities.

Parent Communication: The school will use various forms of communication to keep parents informed of school event and involvement opportunities.

Overall, our planned actions, services and improvements are focused on developing a high quality workforce that can deliver programming to

our diverse student population and engage the parent community in meaningful, innovative ways. Our planned improvements are focused on closing the achievement and opportunity gaps by investing in teachers and staff while building an innovative, exception instructional program that prepares students for post-secondary experiences.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

18.62	%	

95% of the student population is represented in the unduplicated count, therefore we've implemented school wide programs and services that will benefit the entire student population. As a result of the high unduplicated count, we are able to provide professional development to teachers in identified areas of need to assist in removing barriers for this underserved population of students. We are also able to provide instructional materials and instructional technology to assist with the implementation of Common Core standards and to promote college and career readiness for these students. In addition to providing training to teachers and resources to students, we are able to provide our families and parents with the tools necessary to support their child(ren). Funds are also being used to increase exposure to colleges and universities and awareness of the college admissions process, opportunities these students might not have access to otherwise.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.