

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

**EIPHANY PREP CHARTER SCHOOL (ESCONDIDO)**

Contact Name  
and Title

Dr. David Rivera, President

Email and  
Phone

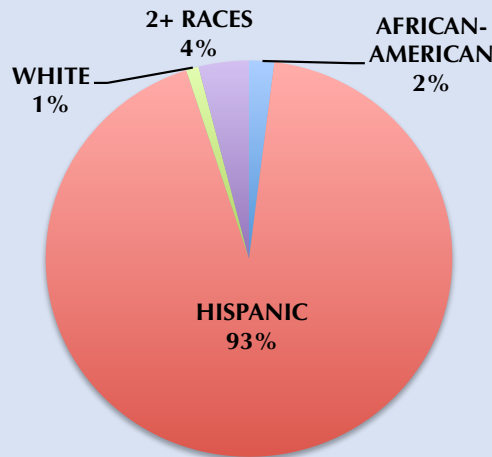
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## 2017-20 Plan Summary

### THE STORY

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

Epiphany Prep – Escondido Charter School was established in Fall 2016 that provides a Humanities and STEM Project-based Learning instructional program, in combination with a 50/50 Dual-Language (Spanish/English) educational program. Currently, our school serves 333 students in grades TK-5, and will expand annually to serve TK-8 by Fall 2019. Our student demographics include: 10% Students with Disabilities; 72% English Language Learners (ELL); 7% Homeless, and 90% who qualify for free/reduced lunch.



### MISSION

The mission of Epiphany Prep is to deliver entrepreneurial and innovative educational opportunities that transform the learning potential of marginalized students by strengthening the whole child:

intellect, character and spirit.

## VISION

The vision of Epiphany Prep is to transform inner-city students for college, career and life.

- **College:** Our vision is to transform the learning potential of marginalized students by ***strengthening the whole child:*** intellect (academic achievement), character (moral traits), and spirit (resiliency capacity). We do this to accelerate student learning for college readiness.
- **Career:** Our vision is to get students ***thinking globally:*** become globally relevant; globally connected; globally competitive; and globally valued. We do this to dramatically increase the expectations of inner-city children for 21st century careers.
- **Life:** Our vision is to have students ***embracing virtues:*** *excellence*, by having a core set of values; *responsibility*, by working hard to reach very ambitious goals; *wisdom*, by always seeking knowledge and growth; and *respect*, by happily lending a hand to serve others. We do this to impact families and eventually entire marginalized communities via students understanding the significance of seeking a healthier, happier and more purposeful life.

## LCAP HIGHLIGHTS

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

This school year was our first year of operation, and we achieved the following:

- 100% appropriately credentialed teachers in every classroom
- Provided the following enrichment courses:
- Maximized student enrollment
- Implemented Key Data Systems through Illuminate Benchmark Assessments
- Provided 450+ hours of Professional Development
- Initiated the guiding principles of Universal Design for Learning (UbD)
- Successfully implemented Professional Learning Communities (PLC)
- Implemented Restorative Practices as a proactive and positive approach to discipline

## REVIEW OF PERFORMANCE

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

### GREATEST PROGRESS

Epiphany Prep Charter School – Escondido is in its first year of operation, therefore the school does not have any data for state & local indicators reported on the LCFF Evaluation Rubric/CA Dashboard.

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

### GREATEST NEEDS

Epiphany Prep Charter School – Escondido is in its first year of operation, therefore the school does not have any data reported on the LCFF Evaluation Rubric/CA Dashboard.

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

### PERFORMANCE GAPS

Epiphany Prep Charter School – Escondido is in its first year of operation, therefore the school does not have any data reported on the LCFF Evaluation Rubric/CA Dashboard.

**INCREASED OR IMPROVED SERVICES**

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

- Epiphany Prep – Escondido is working to increase the number of paraprofessionals (Dean, Counselor) that focus on providing academic and social-emotional supports for unduplicated pupils. Services include:
- Social-emotional Support: Dean, Counselor who will lead, train and deliver PBIS and Restorative Justice/Practices
  - Web-based intervention Programs: Lexia and Achieve 3000

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,577,923
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,302,923

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

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

\$4,188,484	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

## Goal 1

Develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical, and financial resources that will drive the school's strategic and long range planning.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. 100% Teachers will be appropriately credentialed and assigned.
2. 2016-17 ADA will serve as baseline.
3. 2016-17 Chronic Absenteeism rate will serve as baseline.
4. 2016-17 CAASPP ELA & Math results will serve as baseline.
5. 2016-17 Benchmark assessments in ELA & Math will serve as baseline.
6. Course Access: Students will have access to all core subjects in addition to: PE, Music, Engineering, Art, Spanish, & Interventions (Reading/Math)
7. Student to Computer/Device ratio: 2:1

#### ACTUAL

1. 100% Teachers are appropriately credentialed and assigned.
2. 2016-17 Attendance Rate: 96%.
3. 2016-17 Chronic Absenteeism Rate: 1.8%
4. 2017 CAASPP ELA & Math results will serve as baseline.
5. 2016-17 Benchmark assessments in ELA & Math results serve as a baseline.
6. Course Access: Students will have access to all core subjects in addition to: PE, Music, Engineering, Art, Spanish, & Interventions (Reading/Math)
7. Student to Computer/Device ratio: 2:1

### ACTIONS / SERVICES

## PLANNED

**STAFFING THAT SUPPORTS EDUCATIONAL PROGRAM**

Epiphany Prep (Escondido) will serve a total of 270 students in grades TK-4, providing a high quality Common Core aligned STEAM/dual-language based educational program through a Project-based learning model. The following staff are instrumental in supporting the school's college preparatory educational program:

1. Epiphany Prep will employ 14 classroom teachers that will be appropriately credentialed and assigned for grades TK-4.
2. Para-professionals will include:
  - **Counselors (1):** Role of the counselor will be to closely monitor address truancy/chronic absenteeism rates, provide academic and social-emotional counseling; including implementation of Restorative Practices and continue planning with the high school transition committee.
  - **Instructional Assistants (4)** will attend PD and will be strategically placed
3. Classified Staff:
  - **Attendance/registrar:** in charge of registering students and maintaining

## ACTUAL

Since opening in 2016, Epiphany Prep – Escondido has averaged 330 students for this school year. We felt we could accommodate more students since we noticed a strong interest from the community. Our personnel services practices improved in the summer of 2016. We publicly announced a salary range, improved website, rubrics to interviews and internal accountability with personnel services practices.

1. Epiphany Prep – Escondido employed 15 classroom teachers that were appropriately credentialed and assigned.
2. Para-professionals include:
  - Counselor
  - Exploration Teacher
  - Instructional Assistants
3. Classified Staff:
  - Attendance/registrar position has been successful to meet the needs of our students and community.
  - Office/HR Manager position was filled until mid-year when the position became vacant
4. Leadership Team:
  - **President**
  - **Vice-President:** Oversight of both charter schools; and provides coaching to school principals
  - **School Principal:** in charge of day-to-day program, hiring of staff, classroom/student observations, reviewing student assessment results and disaggregating results; and reporting to the board of directors

ADA/Chronic absenteeism rates.

- **Office/HR Manager:** who verifies teachers credentials, CLAD certifications and ensures live scan are completed/documented in HR Files, and is in charge of recruitment of teachers/staff and screening applicants. Services include discussing salary, benefits, and Human Resources/Employee handbook.

4. Leadership Team will be comprised of: All members with the exception of the Principal will be shared between the 2 Epiphany Prep Charter Schools. The Leadership Team will meet weekly to discuss student achievement data, PD, instructional program

- **President**
- **Vice-President:** Oversight of both charter schools; and will provide coaching to school principals
- **School Principal:** in charge of day-to-day program, hiring of staff, classroom/student observations, reviewing student assessment results and disaggregating results; and reporting to the board of directors
- **Blended Learning/Accountability Coordinator:** In charge of CALPADS, testing, data and instructional model.
- **ELL/Dual Language Coordinator:** specifically collaborating and supporting Dual-language and ELL program. Conduct classroom observations, coaching and feedback. Will serve as district coordinator.
- **Student/Family & Community Coordinator:** will be in charge of parent engagement/participation, home visits, student recruitment and implementing

- **Blended Learning/Accountability Coordinator:** In charge of CALPADS, testing, data and instructional model.
- **ELL/Dual Language Coordinator:** will serve as the district coordinator for both schools
- **Student/Family & Community Coordinator:** was not hired rather a support staff of Campus Advocate was hired instead who supported more of the supervision of the campus with implementation of Restorative Practices.

Are We Making Progress, a Baldrige Excellence Framework to measure Employees Perceptions was completed in January 2017 with a 96% participation rate. Findings include:

- 92.9% of employees rated between Strongly Agree to Agree when asked, "I know my organization's vision (where it is trying to go in the future.)"
- 95.7% of employees rated between Strongly Agree to Agree when asked, "My senior (top) leaders are ethical and demonstrate our organizations values."
- 86% of employees rated between Strongly Agree to Agree when asked, "My senior leaders create a work environment that helps me do my job."
- Student Satisfaction Survey 131 of 328 – 40% completed the yearly survey in the spring of 2017
- 93% of students rated between Strongly Agree to Agree when asked, "My school counselor is helpful."
- 85% of students rated between Strongly Agree to Agree when asked, "My school nurse is helpful."

Restorative Practices.

5. El Dorado is the school's SELPA Provider.
- Resource Specialist
  - Speech & Language Therapist
  - School Psychologist
  - Instructional Assistant

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- Resource Specialist
  - Speech & Language Therapist
  - School Psychologist
  - Instructional Assistant

**BUDGETED**

1. \$850,200  
LCFF Base, S&C  
Object 1110
2. \$150,000  
LCFF Base  
Object 1000s, 2000s
3. \$98,000  
LCFF Base  
Object 2400
4. \$350,000  
LCFF Base  
Object 1000s, 2000s
5. \$10,000  
LCFF Base, IDEA  
Object 5850

**ESTIMATED ACTUAL**

1. \$744,826  
LCFF Base, S&C, Title V  
Object 1100
2. \$159,098  
LCFF Base  
Object 1000s, 2000s
3. \$108,000  
LCFF Base  
Object 2400
4. \$275,360  
LCFF Base  
Object 1000s, 2000s
5. \$164,656  
LCFF Base, IDEA  
Object 1100s, 5810

Expenditures



**PLANNED****ASSESSMENTS**

Epiphany Prep (Escondido) will implement the following Common Core aligned assessments to all students to measure student progress; monitor and measure growth targets; and will use results to measure program efficacy, and modify instructional day and/or master schedule. In addition, the school's Leadership Team in collaboration with teachers will disaggregate, review, analyze and monitor assessment results to inform and improve instructional practice, identify each student's areas of strength; and growth. The following are the list of assessments that will be administered:

1. Common Core aligned ELA & Math Benchmark assessments: 3 times/year
2. ST Math: 2 times/trimester
3. Lexia Learning: 2 times/trimester
4. Accelerated Reader: 2 times/trimester
5. Illuminate teacher created Math & ELA Assessments: 3 times/year
6. Performance Tasks in ELA.
7. Achieve 3000 (Grades 2-4): Reading Lexile Levels

**ACTUAL****ASSESSMENTS**

In 2016-2017, we successfully established a baseline of internal assessments to create a story of our students learning strengths and gaps in reading and math skills.

1. Common Core aligned ELA & Math Benchmark assessments were not administered 3 times/year as scheduled. As a Leadership Team, we felt that 3 benchmarks for year 1 would not be a successful approach. Our goal was to ensure we understood the purpose of such assessment and how they align to our new Instructional Focus.
2. ST Math: 2 times/trimester
3. Lexia Learning: 2 times/trimester
4. Accelerated Reader: was not administered. We decided to not seek this out in year 1 of establishing such assessments. We are considering implementation of this tool for 2017-2018. Yet, we chose to use RAZ kids to level our reading books with our Literacy focus.
5. Illuminate teacher created Math & ELA Assessments: 3 times/year. We decided to only use one of the benchmarks from Key Data Systems through Illuminate to ensure we don't over test and focus too much on a test in year 1. OUTCOME: NOT MET
6. Performance Tasks in ELA were administered.
7. Achieve 3000 (Grades 2-8): Reading Lexile Levels were administered.

8. Smarty Pants (Grades K-1).

In addition, Epiphany Prep students will participate in the following state-mandated assessments:

1. CELDT for ELL
2. CAASPP in ELA & Math: Grades 3-4

8. Smarty Pants (Grades K-1) was not administered. We decided to evaluate this option for 2017-2018.

In addition, Epiphany Prep students participated in the following state-mandated assessments:

1. CELDT for ELL
2. CAASPP in ELA & Math: Grades 3-8
3. CST Science: Grades 5 & 8: was eliminated. Rather our school piloted the CA. Science Test (CAST) for grade 5 & 8.
4. Physical Fitness Test (PFT): Grades 5 & 7 was administered.

Survey findings:

Parent Satisfaction Survey 178 of 269 – 66% completed the yearly survey in the spring of 2017

- 92% of parents rated between Strongly Agree to Agree when asked, “Epiphany Prep uses different ways to determine my child’s performance.”

Student Satisfaction Survey 131 of 328 – 40% completed the yearly survey in the spring of 2017

- 89% of students rated between Strongly Agree to Agree when asked, “My teachers give me extra help when I need it.”

**BUDGETED**

1. \$1,000  
LCFF Base  
Object 4310
2. \$22,500

**ESTIMATED ACTUAL**

1. \$0
2. \$9,860  
LCFF Base

Expenditures

LCFF Base  
 Object 4310  
 3. \$6,500  
 LCFF Base  
 Object 4310  
 4. \$1,000  
 LCFF Base  
 Object 4310  
 5. \$14,000  
 LCFF Base  
 Object 4310  
 6. See Staffing that Supports Educational Program  
 7. \$17,500  
 LCFF Base  
 Object 4310  
 8. \$1,000  
 LCFF Base  
 Object 4310  
 1. \$1,250  
 LCFF Base  
 Object 4310  
 2. \$1,000  
 LCFF Base  
 Object 4310

Object 4400  
 3. \$9,000  
 LCFF Base  
 Object 4400  
 4. \$0  
 5. See goal 1, action 3  
 LCFF Base  
 Object 4400  
 6. no cost associated with this Action/service  
 7. \$7,200  
 LCFF Base  
 Object 4400  
 8. \$0  
 1. \$411  
 LCFF Base  
 Object 4300  
 2. \$0  
 3. No Cost  
 4. \$650  
 LCFF Base  
 Object 4400

**PLANNED**

**TECHNOLOGY**

Epiphany Prep (Escondido) provides all students with enriching learning experiences that includes the use of technology and technology devices to access digital tools; improve learning outcomes, improve technology/digital literacy skills and prepare students for online CAASPP assessments.

1. Subscription to Illuminate that will serve as the schools Student information System (SIS) and Data & Assessment (D&A) for use with common core aligned assessments.
2. Purchase of 90 Chromebooks; and 8 Mobile Charging Carts
3. Purchase 80 iPads
4. Purchase (12) 70" TV
5. Purchase (12) Apple TV
6. Purchase (12) ChromeBits
7. Purchase (12) Wireless keyboard/mouse
8. Purchase 19 MacBook Pros
9. Purchase 2 iMacs
10. Purchase 2 Copier/printer
11. Purchase 1 Color Printer
12. 1 B& W Printer

**ACTUAL**

Technology upgrades and implementation was one of our primary priorities, with:

1. A subscription to illuminate to serve as the Student information System (SIS) and Data & Assessment (D&A) for use with common core aligned assessments.

The following technology devices and/or hardware were purchased:

2. 100 Chromebooks; and 4 Mobile Charging Carts
3. 10 LCD Projectors
4. Lenovo Laptops (7)
5. Macbook Pros (7)
6. Office Printer
7. IT Consultant
8. An annual technology needs assessment for future purchases was developed.

96% of parents rated between Strongly Agree to Agree when asked, "Epiphany Prep is training my child to use modern technology (e.g. Chromebooks, Google Apps for Education)."

- 13. 2 Rolling Carts (2 Projector/2 Doc Cams
- 14. Purchase 1 Office Printer and Xerox Machine
- 15. Develop an annual technology needs assessment for future purchases.

**BUDGETED**

- 1. See Assessments
- 2. \$60,000  
LCFF Base  
Object 4400
- 3. \$65,000  
LCFF Base  
Object 4400
- 4. \$15,000  
LCFF Base  
Object 6000s
- 5. \$1,500  
LCFF Base  
Object 4400
- 6. \$1,500  
LCFF Base  
Object 4400
- 7. \$500  
LCFF Base  
Object 4390

**ESTIMATED ACTUAL**

- 1. \$7,100  
LCFF Base  
Object 4400
- 2. - 6.  
\$122,315  
LCFF, Title V  
4430
- 7. \$44,330  
LCFF Base  
Object 5877
- 8. cost associated with action #7 above

Expenditures

8. \$25,000  
LCFF Base  
Object 4400

9. \$2,500  
LCFF Base, Object 4400

10-12: \$500,  
LCFF Base  
Object 4400

13. \$1,500  
LCFF Base  
Object 6000s

14. \$10,000  
LCFF Base  
Object 6000s

15. See Staffing that Supports Educational Program

Action **4**

**PLANNED**

**COURSE ACCESS**  
Students will have access to the following courses that extend beyond the core subjects:

1. Music
2. Engineering
3. Math Intervention
4. Reading Intervention
5. Art

**ACTUAL**

During our planning of the Master Schedule, our school offered an Exploration wheel of electives each day> Students had a rotation of 45 minutes per class for up to 90 minutes per day. Exploration courses included:

1. Music
2. Engineering
3. Math Intervention
4. Reading Intervention
5. Art
6. Spanish

Actions/Services

Expenditures	6. Spanish 7. Physical Education	7. Physical Education
	<b>BUDGETED</b> See Staffing that Supports Educational Program	<b>ESTIMATED ACTUAL</b> See Goal #1, Action 1

ANALYSIS

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

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

Most of the actions and services were implemented with fidelity as a school in its first year of operation, and a strong founding staff with the intention to establish a systems approach to teaching and learning. Developing the infrastructure for ongoing implementation and analysis of data began with the adoption of our Student Information System to become the tool to archive, design and collaborate using assessments to measure: student achievement, performance data, and demographics to measure program efficacy. We have begun to maximize human, material, physical, and financial resources. Our continuous analysis of our strategic and long-range planning took place during monthly Shared Leadership Team (SLT) meetings that included support staff, teacher(s), administrators and key organizational leads. We found that our goals must continue as written to establish a trend of change from technology to appropriate staffing to meet the students/community needs.

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

The focus on building the need of the positions rather the person was instrumental to establishing a strong infrastructure of job descriptions. We found that the inclusion of a Vice President and Coordinators to the overall organizational staffing were instrumental to support the growth of the site principal and ensure a cohesion of common and professional language.

One example of the impact in our coordinators is: Coordinator of Special Education and Interventions who provide guidance in designing such language but not limited to: implementation of Response to Intervention (Rtl) plan and protocol that differentiates between an Accommodation, Modification and Intervention. Establishing a training cycle of CPI Nonviolent Crisis Intervention for our support staff and teachers over the course of 5 years.  
Assessment of student learning was adopted to use multiple measures. One example is the use of

Lexia, which challenges students in Literacy instruction using personalized learning in the six areas of reading instruction, targeting skill gaps. In a game like system, students used their Chromebooks for Lexia, and the results are as follows:

<b>Kindergarten-Eighth</b>	<b>Below Grade Level Material</b>	<b>In Grade Level Material</b>	<b>Above Grade Level Material</b>
September 2016	76% (n=252)	24% (n=78)	0%
May 2016	40% (n=133)	31% (n=104)	29% (n=94)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 2: Costs for curriculum was significantly less than anticipated

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

The goal will remain the same for the upcoming year. Changes will be made as follows:

- The addition of the coordinators to establish a system of Blended Learning, English Learner Services and Special Education in 2016-2017 was critical. We utilized their special areas of focus. (Action 1.4)
- We utilized our SELPA partner to provide support with future professional development based on support staff and teachers feedback in reduction disruptive classroom behavior (Action 1.5)
- Our work with Professional Learning Communities each week began with the Instructional Core which began to challenge what Performance Tasks aligned to our Instructional Focus, and we planned to slow down this work and focus on this in 2017-2018. (ACTION 2.6)
- Both new assessments in Accelerated Reader and Smarty Pants proved to be too much too soon. We wanted to not be focused heavily in test taking, rather how to make learning more inquiry based (ACTION 2.4, 2.8)
- We wrote our first Education Technology Plan in the summer 2016 and will continue to expand this work described over the next 5 years. (ACTION 3.8)
- Our school currently serves TK-5, and our teachers have established a strong physical fitness approach. In the future we are considering a partnership with a local community based partner (e.g. Boys and Girls Club) sports consultants proved to be successful in engaging further play for our middle school as we grow annually. (ACTION 4.7)



## Goal 2

Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, NGSS) aligned curriculum through a Dual-language, STEM Project-based learning environment that includes providing relevant learning experiences that encourages student engagement.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. 100% of Teachers will have received Professional Development on CCSS ELA/ELD, Math and NGSS.
2. 100% of students will have access to Common Core aligned instructional materials.
3. 2016-17 CELDT results will serve as baseline.
4. 2016-17 % of ELL that will attain English Proficiency measured by CELDT will serve as baseline.
5. 2016-17 Reclassification Rates will serve as baseline.

#### ACTUAL

1. 100% of Teachers received Professional Development on CCSS ELA/ELD, Math and NGSS.
2. 100% of students have access to Common Core aligned instructional materials.
3. % of ELL students that will make annual progress on CELDT: 67.9%
4. % of ELL that attained English Proficiency: 24.3% for <5 years Cohort
5. % of ELL that attained English Proficiency: 60.3% for 5+ years Cohort
6. 2016-17 Reclassification rate: 16%

Action

1

Actions/Services

**PLANNED**

**PROFESSIONAL DEVELOPMENT**

Epiphany Prep will provide all teachers and instructional assistants with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction that supports the school’s instructional model, in order to close the achievement gap and prepare students for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:

- CCSS ELA/ELD
- CCSS Math
- NGSS Conference
- Ubd Seminar
- Inquiry Cycle Workshop
- Restorative Practices Conference
- Illuminate
- Lexia
- Achieve 3000
- ST Math
- GAFE
- GLAD Strategies: Project GLAD

1. Provide 6-day Professional Development (PD)

**ACTUAL**

**PROFESSIONAL DEVELOPMENT**

Epiphany Prep is committed to ensure the Master Schedule has professional development embedded into the daily instructional day, during the summer and within the school year for more personalized professional development per employee, with:

- 135+ hours of Summer Professional development with 30 of 70 (40%) Teachers and/or Support Staff
- 143+ hours during school year of professional development
- 180+ Professional Learning Community, Tuesday-Thursday, time opportunity for leaders, teachers, and support staff on three rotating themes: Data Analysis, Instructional Core, and Understanding by Design

Common Core Aligned Instructional Materials goal began with creating an Instructional Focus per grade level during the summer of 2016, on three core subjects: Reading, Math and Writing, for example:

**KINDERGARTEN**

**Reading:** Purposefully and actively engage in group reading activities with the ability to activate prior knowledge related to the text, while using illustrations and context to make predictions.

**Writing:** By using a combination of drawing, dictating and writing students will compose an opinion, informational/explanatory and narrative writing piece.

**Math:** Represent numbers by counting objects to create number sets and equations, while recognizing shapes/objects, with a solid foundation in counting and represent numbers up to 20.

**Pillars/Values:** Excellent Eagles are Respectful, Responsible and Wise.

for Leadership Team/Founding teachers (Train the trainers) in August:

- Inquiry Circle
- Restorative Practices
- Understanding by Design UbD

2. Provide 5-Day Professional Development.
3. PLC Cycle during the week: 4.5 hours (Wednesday)
  - Collaboration time: 90 minutes
  - 3 hours: PD UbD
4. Provide 1 non-instructional day (January 2017) to review/analyze data.
5. Members of the Leadership team will attend the following conferences:
  - The Credential Counselor & Analyst of CA. Conference
  - STEM Conference (Long Beach)
  - NGSS Conference

Key Data Systems Benchmark for 2016-2017 was adopted and implemented three times this academic school year. We anticipate continuing using this one assessment during each year. We will compare the results of our first year results from state testing.

A snapshot of our continued challenge to close the achievement gap, with one assessment, as a measure:

	K ENG	K SPN	K Math	1st ELA	1st Math
Basic	54	52	54	67	35
Knowledgeable	14	28	14	22	25
Skilled	24	18	24	8	12
Innovating	8	3	8	4	16
	2nd ELA	2nd Math		3rd ELA	3rd Math
Basic	90	96		93	93
Knowledgeable	7	0		7	7
Skilled	3	4		0	0
Innovating	0	0		0	0
	4th ELA	4th Math		5th ELA	5th Math
Basic	92	92		85	93
Knowledgeable	4	8		13	3
Skilled	0	0		2	3
Innovating	0	0		0	0

We continue to establish baselines for our English Language Development program with accurate measures for a five-year trend, with:

**AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English**

# of 2016-17 Annual CELDT Takers	4
# with Required Prior CELDT Scores	0
% with Required Prior CELDT Scores	0.0 %
# in Cohort Meeting Annual Growth Target	0
% Meeting AMAO 1 at District / Site	0.0 % 1.0
MET 2017 TARGET FOR AMAO 1 (Target=63.5)	N/A

<b>AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT</b>			
<b>Less than 5 Years Cohort</b>		<b>5 Years or More Cohort</b>	
# of 2016-17 English Learners in Cohort	95	# of 2016-17 English Learners in Cohort	31
# in Cohort Attaining the English Proficient Level	31	# in Cohort Attaining the English Proficient Level	15
% in Cohort Attaining the English Proficient Level	32.6 %	% in Cohort Attaining the English Proficient Level	48.4 %
MET 2017 TARGET FOR AMAO 2 (Target=26.7%)	Yes	MET 2017 TARGET FOR AMAO 2 (Target=54.7%)	No

The following professional development took place:

1. 6-day Professional Development (PD) for Leadership Team/Founding teachers (Train the trainers) in August 2016:
  - Inquiry Circle
  - Restorative Practices
  - Understanding by Design UbD
2. 5-Day Professional Development
3. PLC Cycle during the week: 4.5 hours (Wednesday)
  - Collaboration time: 90 minutes
  - 3 hours: PD UbD

Expenditures

	<p>4. Provide 1 non-instructional day (January 2017) to review/analyze data.</p> <p>5. Members of the Leadership team will attend the following conferences:</p> <ul style="list-style-type: none"> <li>• The Credential Counselor &amp; Analyst of CA. Conference</li> <li>• STEM Conference (Long Beach)</li> <li>• NGSS Conference</li> </ul>
<p><b>BUDGETED</b></p> <p>1. \$10,000 LCFF Base, S&amp;C Object 1175</p> <p>2. \$3,500 LCFF Base Object 5850</p> <p>3-4: See Staffing that Supports Educational Program</p> <p>5. \$15,000 LCFF Base Object 5200, 5850</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1. \$37,821 LCFF Base, S&amp;C Object 5210</p> <p>2. See above</p> <p>3-4: See goal 1, action 1</p> <p>5. see action #1</p>

Action

2

Actions/Services

<p><b>PLANNED</b></p> <p><b><u>CURRICULUM</u></b></p> <p>All students will have access to Common Core aligned instructional materials. The following is a list of curriculum that will be purchased.</p> <ul style="list-style-type: none"> <li>• ST Math</li> <li>• STEM-based Programs</li> <li>• Instructional materials for Dual-language Program</li> <li>• Illuminate (SIS, D&amp;A)</li> </ul>	<p><b>ACTUAL</b></p> <p>Based on teachers and administrators feedback, we continued toward fiscal and program commitment by providing multiple professional development hours to ensure fidelity of the following adopted curriculum:</p> <ul style="list-style-type: none"> <li>• ST Math</li> <li>• STEM-based Programs</li> <li>• Instructional materials for Dual-language Program</li> <li>• Illuminate (SIS, D&amp;A)</li> </ul>
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- Class Dojo
- Lexia
- Khan Academy
- Active Director
- Achieve 3000
- RAZ Kids
- Research ELD Curriculum

- Class Dojo
- Lexia
- Khan Academy
- Active Director
- Achieve 3000
- RAZ Kids
- Research ELD Curriculum

Parent Satisfaction Survey 178 of 269 – 66% completed the yearly survey in the spring of 2017

98% of parents rated between Strongly Agree to Agree when asked, “My child’s use of online programs (e.g. ST Math, LEXIA, Achieve 3000) are helping them learn.”

Are We Making Progress, a Baldrige Excellence Framework to measure Employees Perceptions was completed in January 2017 70 of 71 – 96% completed

74.2% of employees rated between Strongly Agree to Agree when asked, “We have good processes for doing our work.”

92.9% of employees rated between Strongly Agree to Agree when asked, “I can improve my work processes when necessary.”

**BUDGETED**

\$150,000  
LCFF Base, S&C  
Object 4000s

**ESTIMATED ACTUAL**

\$28,766  
LCFF Base, S&C  
Object 4000s

Expenditures

Action

**3**

PLANNED

**STUDENT ENGAGEMENT**

1. Epiphany Prep implements numerous strategies and opportunities to increase student engagement that include:
  - Differentiated instruction
  - Flexible Learning Spaces
  - Small Group instruction
  - Station rotations within classroom
2. Continue to implement Student Council that provides students with input, decision-making and support the school's program.
3. Students will participate in 3 Presentations of Learning annually, a culminating Capstone-like project.
4. Students will participate in STEM Showcase Projects.

ACTUAL

1. Epiphany Prep support staff and teachers implemented numerous strategies, but not limited to, these opportunities to increase student engagement. We were grounded in GLAD strategies and that included:
  - Differentiated instruction
  - Flexible Learning Spaces
  - Small Group instruction
  - Station rotations within classroom
2. Continued to seek Student Council feedback which provided guidance on decision-making and support the school's program, such as:
  - Student Uniform Policy
  - Festivals
  - Spirit Weeks
  - Fundraising
3. Students did not participate in 3 Presentations of Learning annually, a culminating Capstone-like projects school wide as anticipated. We felt a need to "go slow to go fast" in curriculum development to ensure we grasp the depth and breadth of Common Core Standards.
4. Students did not participate in STEM Showcase Projects as anticipated in a community wide event. We did have smaller showcases within the STEM exploration rotation.

Are We Making Progress, a Baldrige Excellence Framework to measure Employees Perceptions was completed in January 2017  
70 of 71 – 96% completed

97% of employees rated between Strongly Agree to Agree when asked, "My students and/or families are satisfied with my work."

	<p>Student Satisfaction Survey 131 of 328 – 40% completed the yearly survey in the spring of 2017</p> <p>76% of students rated between Strongly Agree to Agree when asked, “My teachers show me how our lessons relate to life outside of school.”</p>
Expenditures	<p><b>BUDGETED</b> See Staffing to Support Educational Programs</p> <p><b>ESTIMATED ACTUAL</b> See Goal 1, action 1</p>

Action **4**

<p><b>PLANNED</b></p> <p><b><u>ACADEMIC INTERVENTION</u></b> Epiphany Prep will provide the following academic interventions to support student outcomes.</p> <ol style="list-style-type: none"> <li>1. Reading Intervention</li> <li>2. Math Intervention</li> <li>3. RAZ Kids</li> <li>4. ST Math web-based program</li> <li>5. Achieve 3000 Reading program</li> <li>6. Lexia learning</li> <li>7. Google Apps for Education (GAPE): will scaffold instruction for students through resources uploaded to Google Drive folder.</li> <li>8. Revise Exploration Model in combination with SST, to replace RTI.</li> </ol>	<p><b>ACTUAL</b></p> <p>We have launched into creating a system to ensure we maximize our interventions that are embedded in the instructional day and before/after school.</p> <ol style="list-style-type: none"> <li>1. Reading Intervention</li> <li>2. Math Intervention</li> <li>3. RAZ Kids</li> <li>4. ST Math web-based program</li> <li>5. Achieve 3000 Reading program</li> <li>6. Lexia learning</li> <li>7. Google Apps for Education (GAPE): will scaffold instruction for students through resources uploaded to Google Drive folder.</li> <li>8. RTI 3-Tier Model is used for social-emotional and academic supports. Further intervention is provided via SST.</li> </ol>
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Actions/Services



Expenditures

**BUDGETED**

See Staffing to Support Educational Program and Assessments

**ESTIMATED ACTUAL**

See goal 1, action 1

Action

**5**

**PLANNED**

**ELL/ELD PROGRAM**

Epiphany Prep will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:

1. Instructional Coach/Site Coordinator will administer CELDT to all ELL Students.
2. Principal, Instructional Coach, Teachers & instructional assistants as a PLC will analyze CELDT results and discuss student progress and routinely use data to:
  - Monitor the progress of ELL and Reclassified Students.
  - Determine the short and long-term needs of ELL students
  - Determine specific actions designed to accelerate language acquisition and learning for ELL students
3. Instructional Coach will reclassify students annually based on the school's newly adopted

**ACTUAL**

1. Instructional Coach/Site Coordinator administered CELDT to all ELL Students and established systems to ensure test security and understanding of the purpose with this exam.
2. Principal, Instructional Coach, Teachers & instructional assistants as a PLC analyzed CELDT results and discuss student progress and routinely use data to:
  - Implement a monitoring system with our Student Information System of Illuminate to ensure progress checking of ELL and Reclassified Students.
  - Collaborated on the need of short and long-term needs of ELL students to establish a pilot of curriculum
  - Determined rigorous performance tasks were critical to build the multiple intelligence of our students. Our next level of work will be to be specific in performance tasks designed to accelerate language acquisition and learning for ELL students
3. Though our Instructional Coach left in the middle of the year, we utilized the leadership of our Coordinator of ELD/DL to support the Principal and staff to reclassify students based on the school's newly adopted reclassification criteria.
4. We began the pilot of Houghton Mifflin Journey's for Dual Language in Kindergarten to support our ELD students. Our

Actions/Services

<p>reclassification criteria.</p> <ol style="list-style-type: none"> <li>4. Implement ELD Curriculum/supplemental materials</li> <li>5. Instructional Coach will provide professional Development and classroom observation to provide teachers with effective feedback to improve instructional practice.</li> <li>6. Develop an EL Master Plan that supports ELL academic progress on the following: <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase % of ELL Students meeting English Proficiency as measured by CELDT</li> <li>• Increase number of ELL students improving by 1 Performance Level on CELDT, annually</li> </ul> </li> </ol>	<p>next level of work is to provide more intensive consumables for our lower leveled ELD students.</p> <ol style="list-style-type: none"> <li>5. Understanding that the Instructional Coach would leave mid year, we established the support of our Coordinator of EL/DL to ensure the Principal was integral in facilitating the Professional Learning Communities with classroom observations to compliment what students are “thinking, doing and saying” to provide teachers with effective informal and formal feedback to challenge their ability to reflect on instructional practice.</li> <li>6. Began to develop an EL Master Plan that supports ELL academic progress with our next level of work to continue developing our systems on the following: <ul style="list-style-type: none"> <li>• Increased reclassification rates</li> <li>• Increase % of ELL Students meeting English Proficiency as measured by CELDT</li> <li>• Increase number of ELL students improving by 1 Performance Level on CELDT, annually</li> </ul> </li> </ol>
<p><b>BUDGETED</b></p> <p>See Staffing to Support Educational Programs and Curriculum</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>See goal 1, action 1</p>

Expenditures

ANALYSIS

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

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

All actions were implemented with fidelity and were highly effective. All teachers participated in approximately 500 hours of Professional Development, which started in the summer 2016 and continued throughout the school year. The anchor of our professional development was grounded in our weekly 45-minute Professional Learning Community that took place on Tuesday/Thursdays and 4.5 hours on Wednesday's. We launched our curriculum, Student Engagement and Interventions and established the Instructional Focus that provided us guidance into adopting Dual Language curriculum and further Understanding by Design foundational work. Developing our ELD Program is an ongoing process with a group of teachers who received GLAD training in the summer of 2016. Our piloting of ELD curriculum continues into next year.

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

As a new school, investing in our teachers was critical to our program. We purposefully, chose to invest in a 3 day Understanding by Design trip to Maryland to solidify a group of teachers and administrators to build capacity and train others, as we will in Summer 2017. We further invested into Inquiry based learning in preparation for our NGSS work as a staff in the next five years. We learned through our collaboration in PLC's is that we have basic understanding, school wide, of rigorous performance tasks and what they "sound, look, and feel" like. We challenged each village of teachers to seek out at least one unit for this year to establish a project based, relevant learning experiences that encourages student engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Costs for professional development was greater than budgeted.
- Action 2: Costs for curriculum was significantly less than budgeted

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

The goal will remain the same for the upcoming year. Changes will be made as follows:

- We believe that the opportunities to offer professional development have strengthened our teachers and support staff in current best practices, with 40% of the staff launching from summer. (ACTION 1)
- Will pilot curriculum, both online and consumables. We have found online programs such as ST MATH to prove successful at 24% of 100% (ACTION 2)



# Goal 3

**Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. 2016-17 Suspension rates will serve as a baseline.
2. 2016-17 Expulsion rates will serve as baseline.
3. Administer the FIT Report.
4. At least 60% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.
5. At least 60% of parent respondents will be satisfied with the school's program as measured in the annual parent survey.
6. Epiphany Prep will host at least 4 Coffee with the Principal annually to increase parent engagement & participation.
7. Parent input in decision-making will take place in PEP, SSC and ELAC meetings.

### ACTUAL

1. 2016-17 Suspension Rate: 0%
2. 2016-17 Expulsion rate: 0%
3. 2016-17 FIT Report Score: Good
4. 67% of student respondents stated that the school provides a safe learning environment as measured in the annual student survey.
5. 99% of parent respondents stated that teachers were committed to their children; and 94% of parent respondents felt welcome.
6. Epiphany Prep hosted at least 4 Coffee with the Principal annually to increase parent engagement & participation.
7. Parent input in decision-making took place via PEP, SSC and ELAC committees.

Action

1

Actions/Services

PLANNED	ACTUAL
<p><b><u>SCHOOL CLIMATE</u></b>                      In order to promote a positive school climate for all students and staff, Epiphany Prep (Escondido) will implement the following:</p> <ol style="list-style-type: none"> <li>1. Teachers will conduct at least 10 home visits annually.</li> <li>2. Teachers will continue to implement Class Dojo.</li> <li>3. Host schoolwide events:                             <ul style="list-style-type: none"> <li>• Fall Festival</li> <li>• Zoo</li> <li>• Museum of Tolerance</li> <li>• La Brea Tar pits</li> <li>• Book Fairs</li> <li>• Math Night</li> <li>• Literacy Night</li> <li>• Literacy Competition (Grades 3-5)</li> <li>• College/universities: Each grade level cluster will participate in at least 2 field trips that provide extended learning experiences</li> </ul> </li> <li>4. Continue to implement Restorative Practices, use of community circles.</li> <li>5. Counselors will conduct lessons weekly.</li> </ol>	<p>Our Leadership Team did an extensive review of how to engage our parents during our strategic planning session in June 2016. Our success in our practices were:</p> <ol style="list-style-type: none"> <li>1. We made a purposeful decision to change our employment contract language to include that permanent employees are to complete a minimum amount of home visits. We had over 70% of permanent employees complete this portion of the new language.</li> <li>2. Our pilot year of implementing ClassDojo in 2016-17 launched us into a 95% implementation of this parent communication tool.</li> <li>3. Our school hosted the following schoolwide events:                             <ul style="list-style-type: none"> <li>• Book Fairs</li> <li>• Literacy Night</li> <li>• College/universities: Each grade level cluster will participate in at least 2 field trips that provide extended learning experiences (K-2, 3-5)</li> </ul> </li> <li>4. With the professional development out of the San Diego County of Office of Education, we implemented Restorative Practices, and implemented use of community circles to use as conflict mediation both with our staff and students.</li> <li>5. The school Counselor conducted lessons weekly to ensure</li> </ol>

Expenditures

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students meet their personal/social, college/career and academic goals. Though we made a purposeful decision to only hire one of two counselors then added a student and family liaison support staff.
Parent Satisfaction Survey 178 of 269 – 66% completed the yearly survey in the spring of 2017
87% of parents rated between Strongly Agree to Agree when asked, “Epiphany Prep initiative on anti-bullying this year was effective in bringing awareness to students.”
Student Satisfaction Survey 131 of 328 – 40% completed the yearly survey in the spring of 2017
68% of students rated between Strongly Agree to Agree when asked, “I feel like I belong at this school.”
74% of students rated between Strongly Agree to Agree when asked, “I’m proud to go to this school.”

<b>BUDGETED</b> 1-2: See Staffing that Supports Educational Program 3. See Staffing that Supports Educational Program \$2,500 LCFF Base Object 5812 4-5: See Staffing that Supports Educational Program
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<b>ESTIMATED ACTUAL</b> 1-2: See goal 1, action 1 3. See goal 1, action 1 4 see goal 2, action 1 5: see goal 1, action 1
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PLANNED	ACTUAL
<p><b><u>FACILITY/SAFETY</u></b></p>	<p><b><u>FACILITY/SAFETY</u></b></p>
<ol style="list-style-type: none"> <li>1. Principal will review/revise the Comprehensive School Safety Plan annually and ensure monthly drills take place as part of schoolwide emergency preparedness measures.</li> <li>2. Principal will complete annual Facility Inspection (FIT) report and ensure any and all findings are addressed.</li> <li>3. Epiphany Prep will employ 2 Part-time staff to assist with supervision during recess, lunch and after-school.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Principal reviewed, revised and implemented the Comprehensive School Safety Plan with approval from the school site council. Monthly drills took place schoolwide.</li> <li>2. Principal completed the annual Facility Inspection (FIT) report and ensured any and all findings were addressed with our facility partner.</li> </ol> <p>Parent Satisfaction Survey 178 of 269 – 66% completed the yearly survey in the spring of 2017</p> <p>88% of parents rated between Strongly Agree to Agree when asked, “Epiphany Prep is a safe and orderly place to learn.”</p> <p>90% of parents rated between Strongly Agree to Agree when asked, “The buildings and grounds at Epiphany Prep are neat and well maintained.”</p> <p>Student Satisfaction Survey 131 of 328 – 40% completed the yearly survey in the spring of 2017</p> <p>66% of students rated between Strongly Agree to Agree when asked, “I feel safe at school.”</p> <p>67% of students rated between Strongly Agree to Agree when asked, “My school is clean and well-maintained (air conditioning, heat work, adequate lighting, grounds kept in order, etc.).”</p>



Expenditures

	<p>3. Epiphany Prep employed 5 Part-time staff, 1 Campus Advocate and Instructional Assistants who assisted with supervision during recess, lunch and after-school.</p> <p>Are We Making Progress, a Baldrige Excellence Framework to measure Employees Perceptions was completed in January 2017 70 of 71 – 96% completed</p> <p>53% of employees rated between Strongly Agree to Agree when asked, “We are prepared to handle an emergency.”</p>
<p><b>BUDGETED</b> See Staffing that Supports Educational Program</p>	<p><b>ESTIMATED ACTUAL</b> See goal 1, action 1</p>

Action

3

Actions/Services

<p><b>PLANNED</b></p> <p><b><u>PARENT ENGAGEMENT: PARENT AS PARTNERS</u></b> Parents are an essential component in supporting student achievement and academic success. In order to engage parents as partners, Epiphany Prep will implement the following to encourage high parent participation.</p> <ol style="list-style-type: none"> <li>1. Host monthly Coffee with the Principal.</li> <li>2. Host parent workshops on the following topics based on parent request: <ul style="list-style-type: none"> <li>• Social Media</li> <li>• Nutrition</li> <li>• Common Core State Standards</li> </ul> </li> </ol>	<p><b>ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. The school Principal hosted monthly ‘Coffee with the Principal’ with up to 40 parents in attendance.</li> <li>2. Parent workshops were held on the following topics based on parent request: <ul style="list-style-type: none"> <li>• Social Media</li> <li>• Nutrition</li> <li>• Common Core State Standards</li> <li>• Inquiry Cycle</li> <li>• Restorative Practices</li> <li>• Academic grading system</li> </ul> </li> </ol> <p>Parent Satisfaction Survey 178 of 269 – 66% completed the yearly</p>
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<ul style="list-style-type: none"> <li>• Inquiry Cycle</li> <li>• Restorative Practices</li> <li>• Academic grading system</li> </ul>	<p>survey in the spring of 2017</p> <p>% of parents rated between Strongly Agree to Agree when asked, "The Principal and teachers at Epiphany Prep seem to work together."</p> <p>% of parents rated between Strongly Agree to Agree when asked, "The Principal takes prompt action when problems occur."</p> <p>Student Satisfaction Survey 131 of 328 – 40% completed the yearly survey in the spring of 2017</p> <p>88% of students rated between Strongly Agree to Agree when asked, "My parents ask me about my day at school."</p> <p>75% of students rated between Strongly Agree to Agree when asked, "My parents make sure I read every night."</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>See Staffing that Supports Educational Program</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1. See goal 1, action 1</p> <p>2. \$500 LCFF S/C 4300</p>
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Action

**4**

Actions/Services

<p><b>PLANNED</b></p> <p><b><u>PARENT INPUT/DECISION-MAKING</u></b></p> <p>1. Host English Language Advisory Committee (ELAC) meetings to address the school's Title ELL/Migrant Program; to address the ELD program and develop</p>	<p><b>ACTUAL</b></p> <p>1. English Language Advisory Committee (ELAC) meetings to address the school's Title ELL/Migrant Program; to address the ELD program and develop methods to support ELL students took place this school year.</p>
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methods to support ELL students.

2. Host School Site Council (SSC) meetings to address the school's Title I program, and the academic support programs to increase ELA & Math student academic achievement.
3. Host Parents of Epiphany Prep (PEP) elections with the Principal.

2. School Site Council (SSC) meetings to address the school's Title I program, and the academic support programs to increase ELA & Math student academic achievement took place this school year.
3. Our school hosted Parents of Epiphany Prep (PEP) elections with the Principal.

Parent Satisfaction Survey 178 of 269 – 66% completed the yearly survey in the spring of 2017

92% of parents rated Epiphany Prep Overall between Excellent to Fair.

Excellent	Good	Fair	Poor
43%	17%	36%	1%

96% of parents rated between Strongly Agree to Agree when asked, "I feel welcomed to visit Epiphany Prep."

90% of parents rated between Strongly Agree to Agree when asked, "I am regularly invited to participate in activities Epiphany Prep."

90% of parents rated between Strongly Agree to Agree when asked, "I feel welcomed to offer my opinion about programs and activities at Epiphany Prep."

**BUDGETED**

See Staffing that Supports Educational Program

**ESTIMATED ACTUAL**

See goal 1, action 1

Expenditures

ANALYSIS

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

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

All actions and services were implemented with fidelity and were highly effective in achieving this goal.  
Our comprehensive safety plan challenged us to think bigger about our goals to ensure we not only continue to work with our facility partner but also take on a preventative approach from reducing clutter in classrooms, which indirectly impacts our instruction in a positive manner. Parent input has been our greater concern which with our Parent Satisfaction Survey that indicated a positive result in our work with our strategic goals.

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

Earning a 97% overall rating of Excellent to Fair from parents of Epiphany Prep was a marker of our purposeful work that began in our Strategic Planning 4-day conference on our campus with over 40 participants that included: teachers, support staff, leaders, board members, parents and students attending to provide input and feedback.

This year we focused providing professional development with support staff, leadership and teachers on how to deescalate behavior that creates disruption in learning. In combination with the SELPA training our support staff participated in on CPI and Restorative Practices, this intentional approach resulted in our 0% suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

The goal will remain the same for the upcoming year. Changes will be made as follows:

- Increasing our work to diversify the purpose of our PEP has brought further thoughts on improving it to a University type of approach that includes GED type courses (ACTION 3.2)



# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The School Principal consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:

- School Site Council Meetings
- English Language Advisory Council (ELAC) Meetings
- Parents of Epiphany Prep (PEP) Meetings
- Strategic Planning work with all stakeholders
- Teachers during weekly PLC Meetings
- Staff during staff meetings
- Students: during assemblies

Board Approval will be on June 30, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on the consultations this school year, the following is the impact that will occur in the upcoming school year:

- Provide GED workshops for parents
- Continue with Restorative Practices, with a focus on positive behavior (preventative measures)
- Continue to invest in our staff and building capacity by providing Professional Development
- Continue to implement and utilize Class Dojo to communicate with parents.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

New       Modified       Unchanged

## Goal 1

**Continue to develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical, and financial resources that will drive the school's strategic and long range planning.**

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-8	Baseline	Establish AMO	Establish AMO	Establish AMO
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-8	Baseline	Establish AMO	Establish AMO	Establish AMO
Maintain attendance rates:	96%	>96%	>96%	>96%
Decrease Chronic Absenteeism rates:	1.8%	<2%	<2%	<2%
Maintain Middle School Dropout Rates:	NA	NA	NA	<1%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good

% of students access broad course of study: Music, Engineering, Math Intervention, Art, Spanish, and PE.	100%	100%	100%	100%
Decrease % of Grade 5 students “at-risk HFZ” annually:	Baseline	Establish AMO	Establish AMO	Establish AMO
Decrease % of Grade 7 students “at-risk HFZ” annually:	NA	NA	Baseline	Establish AMO



PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All Schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>Epiphany Prep - Escondido will employ the following staff who are instrumental in facilitating the actions and services outlined throughout this LCAP.</p> <ol style="list-style-type: none"> <li>22 Classroom Teachers that are appropriately credentialed and assigned for grades TK-5.</li> <li>Classified staff:             <ul style="list-style-type: none"> <li>Attendance/Registrar</li> </ul> </li> </ol>		

<ul style="list-style-type: none"> <li>• Janitorial Staff: 3 FTE</li> </ul> <p>3. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP: El Dorado is the school's SELPA Provider</p> <ul style="list-style-type: none"> <li>• 1.5 FTE RSP Teachers</li> <li>• 2 Instructional Assistants</li> <li>• 0.5 Psychologist</li> <li>• 0.5 Speech Pathologist</li> <li>• 0.25 Occupational Therapist</li> </ul>		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,415,373	Amount	\$1,415,373	Amount	\$1,415,373
Source	LCFF BASE, SPED	Source	LCFF BASE, SPED	Source	LCFF BASE, SPED
Budget Reference	1100,2400,2200,5800,5810	Budget Reference	1100,2400,2200,5800,5810	Budget Reference	1100,2400,2200,5800,5810

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>ASSESSMENTS</u></b></p> <p>1. 100% staff will implement multiple types of assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• ELA/Math Benchmark Key Data Systems (KDS) Assessment via Illuminate</li> <li>• ST Math: 2 times/trimester</li> <li>• Lexia Learning: 2 times/trimester</li> <li>• Accelerated reader: 2 times/trimester</li> <li>• RAZ Kids</li> <li>• Performance Tasks in ELA</li> </ul>		

<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Smarty Pants: Grades K-1</li> <li>• Development Reading Assessment (DRA) Fall and Spring</li> </ul> <p>2. In addition, Epiphany Prep students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 3-6</li> <li>• CELDT: Initial only</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grade 5</li> <li>• Physical Fitness Test (PFT): Grade 5</li> </ul>		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$31,500	Amount	\$31,500	Amount	\$31,500
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4400	Budget Reference	4400	Budget Reference	4400

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>The following outlines how students are assessed for intervention including a description of the types of intervention strategies that will be implemented. Using our data driven instructional program, our school will scale the RTI Process for academic and behavioral programs for unduplicated pupils.</p> <p>1. Assess all students using various types of assessments. Analysis of those findings will then generate the discussion among the Leadership Team to:</p>		

- Identify the problem and cause
  - Analyze why it might be occurring
  - Develop an intervention plan to address the issue
  - Evaluate its effectiveness using a data collection and analysis model
2. The following supplemental and intervention programs will be used based on the student's academic needs:
    - **Core Instruction-** Lexia, Achieve3000, Station Rotations
    - **Tier 1:** Strategy groups leveled by DRA, lexile levels, and Khan Academy reports
    - **Tier 2** Interventions: Support from instructional aides, peer tutor
    - **Tier 3:** Interventions individualized instructions
  3. Additional academic support will be provided by a credentialed teacher and/or an instructional assistant under the supervision of the VP, and Principal. A total of **5 Instructional Assistants** will provide push-in/pullout academic support and intervention. The **VP, and Blended Learning/Accountability Coordinator** will provide Instructional Assistants and entire teaching staff with Professional Development on Intervention strategies, effective instructional strategies for ELL, and differentiation using the UbD approach.
  4. Small group instruction will take place during classroom instruction by the classroom teacher and/or Instructional Assistants.
  5. Daily RTI Block for 45 minutes: additional academic support in ELA/Math facilitated by classroom teachers and **Instructional Assistants.**

6. Provide after school **academic and social enrichment program.**

BUDGETED EXPENDITURES

**2017-18**

Amount

\$210,000

Source

LCFF Base

Budget Reference

1100,1300,2100

**2018-19**

Amount

\$210,000

Source

LCFF Base

Budget Reference

1100,1300,2100

**2019-20**

Amount

\$210,000

Source

LCFF Base

Budget Reference

1100,1300,2100

Action **4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_

Location(s)

All schools  Specific Schools:\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools:\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**SOCIAL-EMOTIONAL SUPPORTS**

Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to address needs of unduplicated pupils.

1. Core Counseling Curriculum: Led by the **Dean**
  - School-wide prevention activities
  - Supporting and implementing PBIS
  - Visible presence on campus and in classrooms
  - Restorative Practices
2. Intentional Guidance: Led by the School

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged



**Counselor**

- Group counseling addressing identified challenges
- Creating and supporting behavior plans
- Participation in student/family/teacher meetings

3. Individual/Referral

- Supporting SST's, 504 plans and IEP's
- Short-term individual counseling
- Referrals to outside services

4. Provide **Enrichment courses**: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Epiphany Prep - Escondido will employ 3 Enrichment Instructors and VP (of instruction) who will provide training, supervision and scheduling.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$104,100	Amount	\$104,100	Amount	\$104,100
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	1200	Budget Reference	1200	Budget Reference	1200

Action **5**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>COURSE ACCESS:</u></b>                      In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Music, Engineering, Math Intervention, Art, Spanish, and PE.</p>		

BUDGETED EXPENDITURES

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

Source	See goal 1, action #3 Salaries	Source	See goal 1, action #3 Salaries	Source	See goal 1, action #3 Salaries
Budget Reference	See goal 1, action #3 Salaries	Budget Reference	See goal 1, action #3 Salaries	Budget Reference	See goal 1, action #3 Salaries

Action **6**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**FACILITIES**

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

1. Annual facility leasing cost for school site.
2. Costs for facility upgrades and/or expansion, and/or maintenance/repairs.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.

4. Install locks blocks throughout the campus that will be monitored by the staff.

BUDGETED EXPENDITURES

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$539,000	Amount	\$539,000	Amount	\$539,000
Source	SB 740, LCFF Base	Source	SB 740, LCFF Base	Source	SB 740, LCFF Base
Budget Reference	5600	Budget Reference	5600	Budget Reference	5600

New

Modified

Unchanged

## Goal 2

**Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, NGSS) aligned curriculum through a Dual-language, STEM Project-based learning environment that includes providing relevant learning experiences that encourages student engagement.**

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%
% of teachers that will implement state standards for all students including EL access to CCSS & ELD.	100%	100%	100%	100%
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%
Increase % of EL who progress toward Proficiency measured by CELDT: < 5 years/5+ years	32.6%/48.4%	35%/50%	Baseline - ELPAC	Establish AMO
Increase % of EL who progress toward Proficiency measured by ELPAC:	NA	Baseline	Establish AMO	Establish AMO
Increase English Learner reclassification rate	16%	18%	Baseline - ELPAC	Establish AMO

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b>            In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics and will be facilitated by the VP (instruction), Principal, and Blended Learning Accountability Coordinator:</p> <ol style="list-style-type: none"> <li>Our Professional Learning Communities are grounded with: Understanding by Design; Instructional Core; Data Analysis; and Home Visits</li> </ol>		

2. Systems are collaborated on their added value to student and teacher learning, but not limited to:

- Key Data Systems Benchmark
- CCSS ELA/ELD
- CCSS Math
- NGSS Conference
- Ubd Seminar
- Inquiry Cycle Workshop
- Restorative Practices Conference
- Illuminate
- Lexia
- Achieve 3000
- ST Math
- GAFE
- GLAD Strategies: Project GLAD

3. Professional development for all teachers will take place during the academic year, as follows:

- Provide 4-Days of Summer PD led/facilitated by the Blended Learning/Accountability Coordinator and VP.
- Weekly Professional Learning Community (PLC) sessions with 45 Minutes per day in addition to their 45 Minutes of planning time.
- Wednesday's are Early Release with 4 hours per week, concluding with over 300 hours for the academic year.

4. The leadership team is part of the Shared Leadership Team (SLT), which meets once a month with members from an extended leadership team, not limited to: Principals, Deans, Coordinators, Counselor LEAD, Executive Assistant and Liaisons.



5. The Vice President conducts weekly “Walk and Talks” with Key Leaders to discuss a range of topics from Success, Challenges and Next Level of Work.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$20,000

Source

LCFFS/C

Budget Reference

5200,5210

**2018-19**

Amount

\$20,000

Source

LCFFS/C

Budget Reference

5200,5210

**2019-20**

Amount

\$20,000

Source

LCFFS/C

Budget Reference

5200,5210

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

**ELD PROGRAM**  
 Epiphany Prep – Escondido will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$40,800
Source	LCFF Base
Budget Reference	1300

**2018-19**

Amount	\$40,800
Source	LCFF Base
Budget Reference	1300

**2019-20**

Amount	\$40,800
Source	LCFF Base
Budget Reference	1300

Action **3**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

**CURRICULUM**

Every student has access to standards-aligned curriculum. We will purchase the following additional curriculum and/or supplemental instructional materials:

- Consumables: RAZ Kids, various Printed Materials from individual teacher designed performance tasks
- Khan Academy
- Achieve 3000 (subscription)
- ST Math (subscription)
- Lexia (subscription)
- Illuminate SIS, D&A platforms: subscription
- Class Dojo (subscription)
- Instructional materials such as microscopes, math

- manipulatives, etc.)
- STEM-based Programs
- Instructional materials for Dual-language Program
- ELD Curriculum, pilot for new standards Houghton Mifflin Pathways to Biliteracy and others.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$57,000	Amount	\$57,000	Amount	\$57,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4100	Budget Reference	4100	Budget Reference	4100

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$5000	Amount	\$5000	Amount	\$5000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4315	Budget Reference	4315	Budget Reference	4315

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

**TECHNOLOGY**  
 In order to provide all students with access to digital media, our school will implement the following:

- Purchase the following devices:
  - 150 Chromebooks
  - 20 Network Wiring
  - 8 Routers
- The Principal will develop an annual needs assessment for future purchases and upgrades.
- Will contract IT services for tech support, installation of laptops, etc. to ensure students and

teachers have updated access to faster and safer network/internet for our blended learning programs.

BUDGETED EXPENDITURES

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$129,000	Amount	\$129,000	Amount	\$129,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	4400,4430,5877	Budget Reference	4400,4430,5877	Budget Reference	4400,4430,5877

Action **5**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**STUDENT ENGAGEMENT**

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

1. Our first two weeks of school are set in a community based learning environment. We utilize our partners (e.g. museums, learning centers) to establish a strong sense of community and real world experiences to learning.
2. As part of our school's college-going culture, we will offer various speakers from colleges, universities, careers to visit classrooms.



<p>3. Provide students with leadership opportunities through Student Council.</p> <p>4. Offer after-school clubs and organizations such as music, and/or STEAM.</p> <p>5. Offer after-school academic/social enrichment program such as community service.</p> <p>6. Community service and/or Service Learning is an extension of a unit/lesson from the classroom grounded in our Pillars.</p>		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$4000	Amount	\$4000	Amount	\$4000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5602,5811	Budget Reference	5602,5811	Budget Reference	5602,5811

New

Modified

Unchanged

## Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & PEP	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Maintain suspension rates:	0%	<1%	<1%	<1%
Maintain expulsion rates:	0%	<1%	<1%	<1%
Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Met	Met	Met	Met

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

**OR**

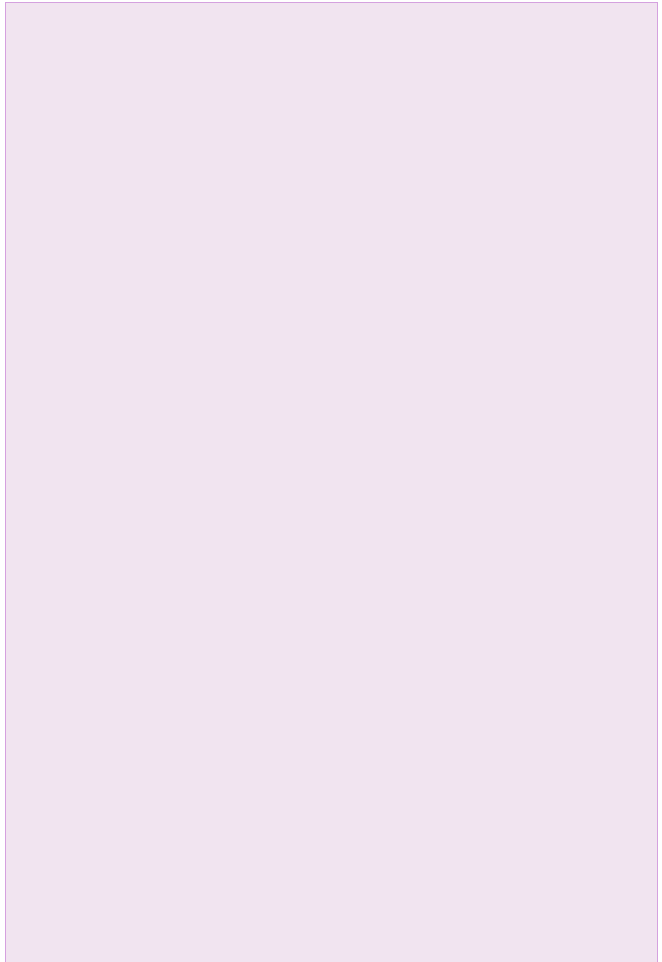
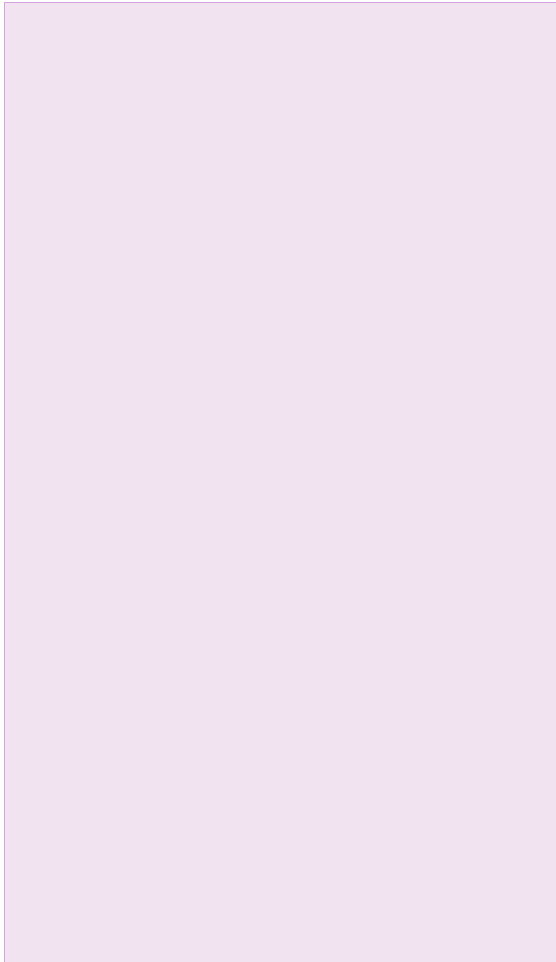
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b>            Epiphany Prep – Escondido will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <p>1. The Leadership Team (Principal, Counselor, Student and Community Advocate, School Site Council) will annually review and revise the Comprehensive School Safety Plan. The school's</p>		

- entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Leadership Team/Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
  3. Epiphany Prep - Escondido will continue to implement the Pillars as our character education program, which, but not limited to, celebrate students character success with monthly recognitions on a Pillar.
  4. Restorative Circles ground our work to establish welcoming new students to restoring our community to continue building our positive character goals.
  5. Our **Counselors** are grounded in providing guidance lessons in classrooms, on a weekly basis, on the following themes of: Bullying, restorative justice/practices, cyber-bullying, Internet safety, etc.
  6. All teachers will complete 10 home visits.
  7. Implement Restorative Justice Program



BUDGETED EXPENDITURES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<p><b>Amount</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">No cost associated with this action</div>	<p><b>Amount</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">No cost associated with this action</div>	<p><b>Amount</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">No cost associated with this action</div>
<p><b>Source</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;"></div>	<p><b>Source</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;"></div>	<p><b>Source</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;"></div>
<p><b>Budget</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">See goal 1, Action 4 and Goal 1,</div>	<p><b>Budget</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">See goal 1, Action 4 and</div>	<p><b>Budget</b></p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;">See goal 1, Action 4 and Goal 1,</div>

Reference

Action 1

Reference

Goal 1, Action 1

Reference

Action 1

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_

Location(s)

All schools  Specific Schools:\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools:\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

#### **PARENT INPUT IN DECISION-MAKING**

At Epiphany Prep - Escondido, parent input in decision-making will take place through the following groups:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parents of Epiphany Prep (PEP)

The School Director is responsible for organizing these meetings with Epiphany Prep teachers, classified staff,

and parents participate on the committees.

BUDGETED EXPENDITURES

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$500	Amount	\$500	Amount	\$500
Source	Title I	Source	Title I	Source	Title I
Budget Reference	4300	Budget Reference	4300	Budget Reference	4300

Action **3**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b></p> <p>Epiphany Prep - Escondido provides the following opportunities to engage parents as partners and participate in programs for <b>unduplicated pupils</b>.</p> <ol style="list-style-type: none"> <li>1. Volunteer in schoolwide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing.</li> <li>2. Epiphany Prep – Escondido will employ a parent liaison to facilitate parent meetings, schoolwide events and communicate with parents.</li> </ol>		

3. Communicate with parents using Class Dojo to communicate on schoolwide events such as:
  - Book Fairs
  - Literacy Night
  - College University visits
4. Parent workshops on the following topics as requested by parents:
  - How to support my child academically
  - Positive Discipline
  - Understanding CAASPP results
  - GED Classes for parents
5. Administer an annual parent survey to obtain input and feedback on our school's program.
6. Executive Assistant and Vice President will continue school website and ensure social media is updated on a regular basis as a method to communicate with parents.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$5000	Amount	\$5000	Amount	\$5000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800,5874	Budget Reference	5800,5874	Budget Reference	5800,5874





# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 460,578

Percentage to Increase or Improve Services:

23.65 %

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

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

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 4: implementation of a social-emotional program for students to access a counselor for academic and social emotional counseling; a Dean that will lead and enforce PBIS, and Restorative Practices, including Enrichment teachers.
- Goal 2, Action 1: Professional Development for teachers on the following which will benefit unduplicated students: GLAD Strategies, ELD Standards, Inquiry-based instruction, Restorative Justice/Practice, and web-based programs: Lexia, Achieve 3000, and Illuminate.
- Goal 2, Action 3: Purchase of curriculum used for academic interventions including Achieve 3000, ST Math, Lexia, and Illuminate Data and Assessment.
- Goal 3, Action 3: Provide a parent liaison to increase parent engagement of unduplicated parents for schoolwide events, parent workshops, surveys and utilizing Class Dojo to communicate with teachers. The parent liaison will also provide translation services.

The Dean and Counselor will lead and deliver social-emotional supports for students, and Professional Development for teachers; that focus on PBIS and Restorative Justice.