EPIPHANY PREP

CHARTER SCHOOL

*"Transforming Inner-City Education To
Prepare Students for College, Career, and Life"*

EPIPHANY PREP CHARTER SCHOOL (ESCONDIDO)

Local Control & Accountability Plan
2016-17

Introduction:
LEA: **Epiphany Prep Charter School - ESCONDIDO**   Contact: **Jose Villareal, VP jviallareal@epiphanyprep.org 619.677.2180**   LCAP Year: **2016-17**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process 2016-17	Impact on LCAP 2016-17
The following is a timeline of events that took place this past year as we gathered input for the development of our school's LCAP. Epiphany Prep – Escondido will be a newly established charter school, scheduled to operate Fall 2016: • 11/10/15 Escondido Union Board Meeting – ACTION: after our final board meeting, we met with parents and community members to discuss the instructional model and restorative practices approach • 7/18-20,2015 – Three days of recruitment – ACTION: parents and students were recruited and during these discussions they shared their needs of what parents would like to see at the new school, they shared UNIFORMS, Rigorous instruction, learning Spanish and English and being respectful • 9/24/16 Escondido Union Board Meeting - ACTION: after our first board meeting presenting with our partner board, we met with parents and community members to have their input on the schools mission and vision 1. Met with all stakeholders as part of the school's recent strategic planning June 8-10, 2016 2. Discussed LCAP survey results with stakeholders. 3. Adopted by Epiphany Prep Board of Directors, June 29, 2016.	The following are common themes and feedback shared by stakeholders: • Implement Restorative Practices • Ensure College and Career transition • Rigorous Instruction • Spanish Language Development • English Language Development • Ensure parent voice through PEP • Ensure student voice through student council • Community and Service component
Annual Update: *EPIPHANY PREP CHARTER SCHOOL – ESCONDIDO is a newly established school scheduled to open Fall 2016.*	**Annual Update:** *EPIPHANY PREP CHARTER SCHOOL – ESCONDIDO is a newly established charter school scheduled to open Fall 2016.*

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL:	**GOAL #1:** Develop 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.	Related State and/or Local Priorities: 1 ✓ 2__ 3 ✓ 4 ✓ 5__ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local: Specify _____

Identified Need:	• Develop methods to measure program efficacy in order to maximize allocation of resources	
Goal Applies to:	Schools:	Epiphany Prep Charter School (Escondido)
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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-	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

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 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

5. $10,000 LCFF Base, IDEA Object 5850

in charge of parent engagement/participation, home visits, student recruitment and implementing Restorative Practices.
 	
5. El Dorado is the school's SELPA Provider.
   • Resource Specialist
   • Speech & Language Therapist
   • School Psychologist
   • Instructional Assistant			

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	Charterwide	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. $1,000 LCFF Base Object 4310 2. $22,500 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

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
			LCFF Base Object 4310
			
			1. $1,250 LCFF Base Object 4310
			
			2. $1,000 LCFF Base Object 4310

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
	Schoolwide	✓_ALL
		_____
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			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
			
			8. $25,000

			LCFF Base Object 4400
9. Purchase 2 iMacs			9. $2,500 LCFF Base, Object 4400
10. Purchase 2 Copier/printer			
11. Purchase 1 Color Printer			10-12: $500, LCFF Base Object 4400
12. 1 B& W Printer			
13. 2 Rolling Carts (2 Projector/2 Doc Cams			13. $1,500 LCFF Base Object 6000s
14. Purchase 1 Office Printer and Xerox Machine			14. $10,000 LCFF Base Object 6000s
15. Develop an annual technology needs assessment for future purchases.			15. See Staffing that Supports Educational Program
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 6. Spanish 7. Physical Education	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

Expected Annual Measurable Outcomes:	1. 100% Teachers will be appropriately credentialed and assigned.
	2. Establish growth target for ADA.
	3. Establish annual growth targets for Chronic Absenteeism rate.
	4. Establish annual growth targets for CAASPP ELA & Math (schoolwide & by subgroup) upon release of Spring 2017 results.
	5. Establish annual growth targets for Benchmark assessments in ELA & Math
	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: 1:1

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
STAFFING THAT SUPPORTS EDUCATIONAL PROGRAM Epiphany Prep (Escondido) will serve a total of 500 students in grades TK-5, 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 15 classroom teachers that will be appropriately credentialed and assigned for grades TK-5. 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 (5)** will attend PD and will be strategically placed 3. Classified Staff: • **Attendance/registrar:** in charge of registering students and maintaining ADA/Chronic absenteeism rates.	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

- **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 Restorative Practices.

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

ASSESSMENTS		✓_ALL	1. $1,000 LCFF Base Object 4310
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 2-5): Reading Lexile Levels 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 3-5 3. CST Science: Grade 5	Schoolwide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2. $22,500 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 3. $1,000 LCFF Base Object 4310

4. Physical Fitness Test (FPT): Grade 5			
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	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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 8. $25,000 LCFF Base Object 4400 9. $2,500 LCFF Base, Object 4400 10-12: $500,

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.			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
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 6. Spanish 7. Physical Education	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. 100% Teachers will be appropriately credentialed and assigned. 2. Establish growth target for ADA. 3. Establish annual growth targets for Chronic Absenteeism rate. 4. Establish annual growth targets for CAASPP ELA & Math (schoolwide & by subgroup) upon release of Spring 2017 results. 5. Establish annual growth targets for Benchmark assessments in ELA & Math 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: 1:1

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

STAFFING THAT SUPPORTS EDUCATIONAL PROGRAM
 	
Epiphany Prep (Escondido) will serve a total of 600 students in grades TK-6, 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 (Escondido) will employ 15 classroom teachers that will be appropriately credentialed and assigned for grades TK-6.
 	
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 (5)** will attend PD and will be strategically placed
 	
3. Classified Staff:
   • **Attendance/registrar:** in charge of registering students and maintaining 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
	Charterwide	✓_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			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

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 Restorative Practices. 5. El Dorado is the school's SELPA Provider. • Resource Specialist • Speech & Language Therapist • School Psychologist • Instructional Assistant			
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	Schoolwide	✓_ALL <hr>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. $1,000 LCFF Base Object 4310 2. $22,500 LCFF Base Object 4310

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 2-6): Reading Lexile Levels 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 3-6 3. CST Science: Grade 5 4. Physical Fitness Test: Grade 5			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
TECHNOLOGY Epiphany Prep (Escondido) provides all students with enriching learning experiences that includes the use of	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	1. See Assessments 2. $60,000

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 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.		__Other Subgroups:(Specify)_____	LCFF Base, S&C Object 4400 3. $65,000 LCFF Base, S&C 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 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

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
 	
  6. Spanish
 	
  7. Physical Education
	Schoolwide	✓_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			See Staffing that Supports Educational Program

GOAL:	**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. (	Related State and/or Local Priorities: 1_✓ 2_✓ 3__ 4_✓ 5_✓ 6__ 7_✓ 8_✓ COE only: 9__ 10__ Local: Specify _____

Identified Need:	• Close the achievement gap between ELL and non-ELL	
Goal Applies to:	Schools:	Epiphany Prep Charter School (Escondido)
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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 % of ELL that will attain English Proficiency measured by CELDT will serve as baseline 6. 2016-17 Reclassification Rates will serve as baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. $10,000 LCFF Base, S&C Object 1175 2. $3,500 LCFF Base Object 5850 3-4: See Staffing that Supports Educational Program 5. $15,000 LCFF Base Object 5200, 5850

- Achieve 3000
- ST Math
- GAFE
- GLAD Strategies: Project GLAD

1. Provide 6-day Professional Development (PD) 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

CURRICULUM All students will have access to Common Core aligned instructional materials. The following is a list of curriculum that will be purchased. • ST Math • STEM-based Programs • Instructional materials for Dual-language Program • Illuminate (SIS, D&A) • Class Dojo	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 LCFF Base, S&C Object 4000s

• Lexia • Khan Academy • Active Director • Achieve 3000 • RAZ Kids • Research ELD Curriculum			

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.
	Schoolwide	✓_ALL
		———————————————
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			See Staffing to Support Educational Programs

ACADEMIC INTERVENTION Epiphany Prep will provide the following academic interventions to support student outcomes. 1. Reading Intervention 2. Math Intervention 3. RAZ Kids 4. ST Math web-based program 5. Achieve 3000 Reading program 6. Lexia learning 7. Google Apps for Education (GAFE): will scaffold instruction for students through resources uploaded to Google Drive folder. 8. Revise Exploration Model in combination with SST, to replace RTI.	Schoolwide	✓_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Program and Assessments
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	Schoolwide	✓_ALL _____ OR: __Low Income pupils ✓_English Learners __Foster Youth ✓_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Programs and Curriculum

- 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 reclassification criteria.

4. Implement ELD Curriculum/supplemental materials

5. Instructional Coach will provide professional Development and classroom observation to provide teachers with effective feedback to improve instructional practice.

6. Develop an EL Master Plan that supports ELL academic progress on the following:
   - Increased reclassification rates
   - Increase % of ELL Students meeting English Proficiency as measured by CELDT
   - Increase number of ELL students improving by 1 Performance Level on CELDT, annually

LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	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 % of ELL that will attain English Proficiency measured by CELDT will serve as baseline 6. 2016-17 Reclassification Rates will serve as baseline			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
PROFESSIONAL DEVELOPMENT Epiphany Prep Charter School (Escondido) will provide all teachers and instructional assistants with Professional Development on the following research-based pedagogical	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		1. $10,000 LCFF Base, S&C Object 1175 2. $3,500

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:			LCFF Base Object 5850

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) 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.

LCFF Base Object 5850

3-4: See Staffing that Supports Educational Program

5. $15,000 LCFF Base Object 5200, 5850

Conference • STEM Conference (Long Beach) • NGSS Conference			
CURRICULUM All students will have access to Common Core aligned instructional materials. The following is a list of curriculum that will be purchased. • ST Math • STEM-based Programs • Instructional materials for Dual-language Program • Illuminate (SIS, D&A) • Class Dojo • Lexia • Khan Academy • Active Director • Achieve 3000 • RAZ Kids • Research ELD Curriculum	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 LCFF Base, S&C Object 4000s
STUDENT ENGAGEMENT 1. Epiphany Prep (Escondido) 2. implements numerous strategies and opportunities to increase student engagement that include: • Differentiated instruction • Flexible Learning Spaces • Small Group instruction • Station rotations within classroom 3. Continue to implement Student Council that provides students with input, decision-making and support the school's program. 4. Students will participate in 3 Presentations of Learning annually, a culminating Capstone-like	Schoolwide	✓_ALL OR: __Low Income pupils _English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Program

project. 5. Students will participate in STEM Showcase Projects.			
ACADEMIC INTERVENTION Epiphany Prep will provide the following academic interventions to support student outcomes. 1. Reading Intervention 2. Math Intervention 3. RAZ Kids 4. ST Math web-based program 5. Achieve 3000 Reading program 6. Lexia learning 7. Google Apps for Education (GAFE): will scaffold instruction for students through resources uploaded to Google Drive folder. 8. Revise Exploration Model in combination with SST, to replace RTI.	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Program and Assessments
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	Schoolwide	✓_ALL OR: __Low Income pupils ✓_English Learners __Foster Youth ✓_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Programs and Curriculum

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 reclassification criteria.

4. Implement ELD Curriculum/supplemental materials

5. Instructional Coach will provide professional Development and classroom observation to provide teachers with effective feedback to improve instructional practice.

6. Develop an EL Master Plan that supports ELL academic progress on the following:
- Increased reclassification rates
- Increase % of ELL Students meeting English Proficiency as measured by CELDT
- Increase number of ELL students improving by 1 Performance Level on CELDT, annually

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	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. Increase % of ELL students that will make annual progress on CELDT by 1% 4. Increase % of ELL that will attain English Proficiency by 1% annually 5. Increase % of ELL that will attain English Proficiency by 1% annually 6. Establish annual growth target for reclassification rate based on newly revised (2016-17) Reclassification criteria: **7.** Student to Computer/Device Ratio: 1:1			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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) 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.	Charterwide	✓_ALL <hr>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1. $10,000 LCFF Base, S&C Object 1175 2. $3,500 LCFF Base Object 5850 3-4: See Staffing that Supports Educational Program 5. $15,000 LCFF Base Object 5200, 5850

5. Members of the Leadership team will attend the following conferences: • The Credential Counselor & Analyst of CA. Conference • STEM Conference (Long Beach) • NGSS Conference			
CURRICULUM All students will have access to Common Core aligned instructional materials. The following is a list of curriculum that will be purchased. • ST Math • STEM-based Programs • Instructional materials for Dual-language Program • Illuminate (SIS, D&A) • Class Dojo • Lexia • Khan Academy • Active Director • Achieve 3000 • RAZ Kids • Research ELD Curriculum	Charterwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000 LCFF Base, S&C Object 4000s
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	Schoolwide	✓_ALL OR: __Low Income pupils _English Learners __Foster Youth _Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Programs

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.			
ACADEMIC INTERVENTION Epiphany Prep will provide the following academic interventions to support student outcomes. 1. Reading Intervention 2. Math Intervention 3. RAZ Kids 4. ST Math web-based program 5. Achieve 3000 Reading program 6. Lexia learning 7. Google Apps for Education (GAFE): will scaffold instruction for students through resources uploaded to Google Drive folder. 8. Revise Exploration Model in combination with SST, to replace RTI.	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Program and Assessments
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: Instructional Coach/Site Coordinator will administer CELDT	Schoolwide	__ALL OR: __Low Income pupils ✓_English Learners __Foster Youth ✓_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing to Support Educational Programs and Curriculum

to all ELL Students.

1. 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

2. Instructional Coach will reclassify students annually based on the school's newly adopted reclassification criteria.

3. Implement ELD Curriculum/supplemental materials

4. Instructional Coach will provide professional Development and classroom observation to provide teachers with effective feedback to improve instructional practice.

5. Develop an EL Master Plan that supports ELL academic progress on the following:
   - Increased reclassification rates
   - Increase % of ELL Students meeting English Proficiency as measured by CELDT
   - Increase number of ELL students improving by 1 Performance Level on CELDT, annually

GOAL:	GOAL #3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement.	Related State and/or Local Priorities: 1_✓ 2__ 3__ 4_✓ 5_✓ 6_✓ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	• Increase parent participation, improve school climate; reduce suspension rates.

Goal Applies to:	Schools:	Epiphany Prep Charter School (Escondido)
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SCHOOL CLIMATE In order to promote a positive school climate for all students and staff, Epiphany Prep (Escondido) will implement the following: 1. Teachers will conduct at least 10 home visits annually. 2. Teachers will continue to implement Class Dojo. 3. Host schoolwide events: • Fall Festival • Zoo • Museum of Tolerance • La Brea Tar pits • Book Fairs • Math Night	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

- Literacy Night - Literacy Competition (Grades 3-5) - College/universities: Each grade level cluster will participate in at least 2 field trips that provide extended learning experiences 4. Continue to implement Restorative Practices, use of community circles. 5. Counselors will conduct lessons weekly.			Program
FACILITY/SAFETY 1. Principal will review/revise the Comprehensive School Safety Plan annually and ensure monthly drills take place as part of schoolwide emergency preparedness measures. 2. Principal will complete annual Facility Inspection (FIT) report and ensure any and all findings are addressed. 3. Epiphany Prep will employ 2 Part-time staff to assist with supervision during recess, lunch and after-school.	Schoolwide	✓_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program
PARENT ENGAGEMENT: PARENT AS PARTNERS 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. 1. Host monthly Coffee with the Principal. 2. Host parent workshops on the following topics based on parent request: Social Media	Schoolwide	✓_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

• Nutrition • Common Core State Standards • Inquiry Cycle • Restorative Practices • Academic grading system			
PARENT INPUT/DECISION-MAKING 1. Host 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. 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.	Schoolwide	_ALL OR: ✓_Low Income pupils ✓_English Learners ✓_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Will establish growth targets for suspension rates 2. Will establish growth targets for Expulsion rates 3. Administer the FIT Report. 4. At least 65% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey. 5. At least 65% of parent respondents will be satisfied with the school's program as measured in the annual parent survey. 6. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SCHOOL CLIMATE In order to promote a positive school climate for all students and staff, Epiphany Prep will implement the following:	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1-2: See Staffing that Supports Educational Program

1. Teachers will conduct at least 10 home visits annually.
 	
2. Teachers will continue to implement Class Dojo.
 	
3. Host schoolwide events:
    • Fall Festival
    • Zoo
    • Museum of Tolerance
    • La Brea Tar pits
    • Book Fairs
    • Math Night
    • Literacy Night
    • Literacy Competition (Grades 3-5)
    • College/universities: Each grade level cluster will participate in at least 2 field trips that provide extended learning experiences (K-2, 3-5)
 	
4. Continue to implement Restorative Practices, use of community circles.
 	
5. Counselors will conduct lessons weekly.
			3. See Staffing that Supports Educational Program
			
			$2,500 LCFF Base Object 5812
			
			4-5: See Staffing that Supports Educational Program

FACILITY/SAFETY 1. Principal will review/revise the Comprehensive School Safety Plan annually and ensure monthly drills take place as part of schoolwide emergency preparedness measures. 2. Principal will complete annual Facility Inspection (FIT) report and ensure any and all findings are addressed. 3. Epiphany Prep (Escondido) will employ 2 Part-time staff to assist with supervision during recess, lunch and after-school.	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

PARENT ENGAGEMENT: PARENT AS PARTNERS 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. 1. Host monthly Coffee with the Principal. 2. Host parent workshops on the following topics based on parent request: • Social Media • Nutrition • Common Core State Standards • Inquiry Cycle • Restorative Practices • Academic grading system	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program
PARENT INPUT/DECISION-MAKING 1. Host 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. 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.	Schoolwide	_ALL OR: ✓_Low Income pupils ✓_English Learners ✓_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Will establish growth targets for suspension rates 2. Will establish growth targets for Expulsion rates 3. Administer the FIT Report.

4.	At least 70% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.
5.	At least 70% of parent respondents will be satisfied with the school's program as measured in the annual parent survey.
6.	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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SCHOOL CLIMATE In order to promote a positive school climate for all students and staff, Epiphany Prep (Escondido) will implement the following: 1. Teachers will conduct at least 10 home visits annually. 2. Teachers will continue to implement Class Dojo. 3. Host schoolwide events: • Fall Festival • Zoo • Museum of Tolerance • La Brea Tar pits • Book Fairs • Math Night • Literacy Night • Literacy Competition (Grades 3-5) • College/universities: Each grade level cluster will participate in at least 2 field trips that provide extended learning experiences 4. Continue to implement Restorative Practices, use of community circles. 5. Counselors will conduct lessons weekly.	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

FACILITY/SAFETY 1. Principal will review/revise the Comprehensive School Safety Plan annually and ensure monthly drills take place as part of schoolwide emergency preparedness measures. 2. Principal will complete annual Facility Inspection (FIT) report and ensure any and all findings are addressed. 3. Epiphany Prep will employ 2 Part-time staff to assist with supervision during recess, lunch and after-school.	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program
PARENT ENGAGEMENT: PARENT AS PARTNERS 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. 1. Host monthly Coffee with the Principal. 2. Host parent workshops on the following topics based on parent request: • Social Media • Nutrition • Common Core State Standards • Inquiry Cycle • Restorative Practices • Academic grading system	Schoolwide	✓_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program
PARENT INPUT/DECISION-MAKING 1. Host English Language Advisory Committee (ELAC) meetings to address the school's Title ELL/Migrant Program; to address the ELD program and develop	Schoolwide	_ALL OR: ✓_Low Income pupils ✓_English Learners ✓_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Staffing that Supports Educational Program

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.			

Annual Update

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

Guiding Questions:

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

EPIPHANY PREP CHARTER SCHOOL – ESCONDIDO
is a newly established charter school scheduled to open Fall 2016, therefore the Annual Update section does not apply.

Original GOAL from prior year LCAP:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$__418,714_____

Epiphany Prep Charter School - Escondido will receive an estimated $418,714 in funding generated by the school's unduplicated students. The unduplicated students are estimated to exceed 55% for the 2016-17 school year. Due to the high percentage of expected unduplicated pupils Epiphany Prep Charter School – Escondido has decided to allocate these funds schoolwide on the actions and services listed in Section 2. The funds will directly support our English Language Learners, reclassified English proficient students, low-income students, foster youth and homeless youth by improving the school as a whole.
Services 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
*   Counselors (2): 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 Coach: specifically collaborating and supporting Dual-language and ELL program. Conduct classroom observations, coaching and feedback.
*   Instructional Assistants
*   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 Restorative Practices.
*   ELL/Dual Language Coordinator: will serve as the district coordinator for both schools
*   Student/Family & Community Coordinator: will be in charge of parent engagement/participation, home visits, High School

Transition, Student recruitment and implementing Restorative Practices
- Professional Development: CCSS ELA/ELD, research-based instructional strategies, and GLAD Strategies
- Alternative (Academic) Supports: Reading Intervention Program; and Math Intervention Program
- Supplemental web-based instructional materials: Lexia Learning. Achieve 3000
- Purchase and implementation of ELD Curriculum

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

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

| 22.84 | % |

The services provided to English learners, low-income students, foster and homeless youth outlined in Section 2 and above will meet the proportionally requirement of 22.84%. The services listed in Section 2 were developed to improve the educational opportunities for these unduplicated pupils. Epiphany Prep Charter School - Escondido will be using both quantitative and qualitative measures to increase and improve services for unduplicated students by providing additional access to supplemental materials, Counselors, Instructional Coaching. Instructional assistants, alternative supports and Professional Development for the entire staff.