

Introduction:

LEA: Gateway Community Charters **Contact (Name, Title, Email, Phone Number):** Summer Sorosinski, Principal, summer.sorosinski@gcccharters.org, 916-286-1960 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
September 30, 2015 School Site Council and English Learner Advisory Committee meeting	The School Site Council and English Learner Advisory Committee are made up of elected representatives of parents and staff who meet on a regular basis. The meetings are advertised to all parents who would like to attend. At this meeting, parents were informed and given updates about the LCFF and their role in setting goals and initiatives.
October 18, 2015 School Site Council and English Learner Advisory Committee meeting	Parents, staff and community members were given data regarding school achievement and student sub group data. Attendees had the opportunity to

<p>November 8, 2015 School Site Council and English Learner Advisory Committee meeting</p>	<p>give input regarding services for targeted students and school goals. Continued discussion regarding schools achievement and student sub group data occurred at this meeting. Parents, staff and community members gave additional input as to what the needs and goals for the school are.</p>
<p>December 14, 2015 School Site Council and English Learner Advisory Committee meeting</p>	<p>Attendees were given school updates focused on International Baccalaureate implementation and input was sought regarding title 1 and LCAP services.</p>
<p>January 15, 2016 Local Control Funding Formula EPIC staff input at site meeting</p>	<p>EPIC staff gave input in regards to the strengths at the school and the opportunities under each LCAP state priority.</p>
<p>February 8, 2016 School Site Council and English Learner Advisory Committee meeting</p>	<p>Members were given information from Health Net regarding immunizations. Input was also given on in regards to the strengths at the school and the opportunities under each LCAP state priority.</p>
<p>March 7, 2016 EPIC Student Focus Group</p>	<p>EPIC students gave input in regards to the strengths at the school and the opportunities under most LCAP state priorities.</p>
<p>April 11, 2016 School Site Council and English Learner Advisory Committee meeting</p>	<p>Continued nput was also given on in regards to the strengths at the school and the opportunities under each LCAP state priority.</p>
<p>April 18, 2016 EPIC Student Focus Group</p>	<p>EPIC students continued to give input in regards to the strengths at the school and the opportunities under most LCAP state priorities.</p>
<p>June 7, Presentation to GCC Board of LCAP plan and goals for GCC Board input</p>	<p>GCC Board questions and input</p>
<p>June 28, Presentation of final LCAP plan to GCC Board for approval</p>	<p>GCC Board Approval</p>
<p>Annual Update:</p>	<p>Annual Update:</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	EPIC will increase the percentage of students who will move from Intermediate to Early Advanced on the English Language (CELDT) assessment each year.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	EPIC has reviewed data from the California Language Development Test and local assessments. Data shows that English Learners could benefit from additional support. Additional support needed is: <ul style="list-style-type: none"> • Focus on vocabulary and comprehension • Focus on expository writing • Focus on (something in regards to math) • Support for newcomers • Support for intervention/ RTI and Russian intervention • Support for students at levels 1, 2 and 3 on the CELDT The metric used to evaluate progress will be: <ul style="list-style-type: none"> • CELDT results • Local assessment results • Rosetta Stone reports • Renaissance reports • Anecdotal records for students
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Goal Applies to:	Schools: Empowering Possibilities International Charter Applicable Pupil Subgroups: English Learners
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	*Number of students scoring Early Advanced on the English assessment will increase by 5% in year one. *The ratio of English Learner to support staff will decrease each year. *Students will improve on solving complex math problems, specifically word problems on both the local assessment and the Renaissance assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic languages.	Targeted	<u> </u> All OR: _____	Project GLAD training for new teachers 5800: Professional/Consulting Services And Operating Expenditures

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I 10,000 Project GLAD observations and Training through out the school year 5800: Professional/Consulting Services And Operating Expenditures Title III 10,000
Provide para educators professional development and monitor instructional practices for vocabulary and academic languages.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Project GLAD Training for para educators 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide small group English and Math support after school by credentialed teachers twice per week.	Targets	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Personal Cost 1000-1999: Certificated Personnel Salaries Title I 5,000
Provide 6 bilingual para educators for students to have extra support in the classroom and access to grade level content.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Personal Cost 2000-2999: Classified Personnel Salaries Title I 53,312 Personal Cost 3000-3999: Employee Benefits Title I 22,217

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire a 0.5 Spanish para-educator to provide Spanish as another language and to lead intervention and support for students.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire 20 hour Spanish speaking Para educator to facilitate Spanish classes 2000-2999: Classified Personnel Salaries Supplemental 12,000 Hire 20 hour Spanish speaking Para educator to facilitate Spanish classes 3000-3999: Employee Benefits Supplemental 2,792
Provide additional learning time for at-risk students through a summer learning program and during the after school program.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental 20,000 Summer School Administrator 1000-1999: Certificated Personnel Salaries Supplemental 4,500 Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental 800
Intervention curriculum will be used to facilitate learning for students who are newcomers or need extra intervention support. Pearson RTI curriculum will be ordered to help with support for students.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum order 4000-4999: Books And Supplies Supplemental 10,000
Maintain two Gateway Community Charter nurses	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Two Nurses 2000-2999: Classified Personnel Salaries Supplemental 10,438 Two Nurses 3000-3999: Employee Benefits Supplemental 3,600

		(Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	*Number of students scoring Early Advanced on the English assessment will increase by 7% in year two. *The ratio of English Learner to support staff will decrease each year. *Students will improve on solving complex math problems, specifically word problems on both the local assessment and the Renaissance assessment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic languages.	Targeted	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Project GLAD training for new teachers 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000 <hr/> Project GLAD observations and Training through out the school year 5800: Professional/Consulting Services And Operating Expenditures Title III 10,000
Provide para educators professional development and monitor instructional practices for vocabulary and academic languages.	Targeted	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Project GLAD Training for para educators 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Provide small group English and Math support after school by credentialed teachers three times per week.	Targets	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Personal Cost 1000-1999: Certificated Personnel Salaries Title I 5,000
Provide 7 bilingual para educators for students to have extra support in the classroom and access to grade level content.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Personal Cost 2000-2999: Classified Personnel Salaries Title I 80,000
Maintain a 0.5 Spanish para-educator to provide Spanish as another language and to lead intervention and support for students.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	20 hour Spanish speaking Para educator to facilitate Spanish classes 2000-2999: Classified Personnel Salaries Supplemental 15,000
Provide additional learning time for at-risk students through a summer learning program and during the after school program.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental 20,000 Summer School Administrator 1000-1999: Certificated Personnel Salaries Supplemental 4,500 Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental 800
Hire a 1.0 English Language Learner Specialist to	Targeted	<input type="checkbox"/> All	FTE Teacher 1000-1999: Certificated Personnel Salaries

facilitate interventions and track success.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental 60,000
Maintain two Gateway Community Charter Nurses	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Two Nurses 2000-2999: Classified Personnel Salaries Supplemental 15,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	*Number of students scoring Early Advanced on the English assessment will increase by 10% in year three. *The ratio of English Learner to support staff will decrease each year. *Students will improve on solving complex math problems, specifically word problems on both the local assessment and the Renaissance assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic languages.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Project GLAD training for new teachers 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000 Project GLAD observations and Training through out the school year 5800: Professional/Consulting Services And Operating Expenditures Title III 10,000
Provide para educators professional development and monitor instructional practices for vocabulary and	Targeted	<input type="checkbox"/> All OR:	Project GLAD Training for para educators 5800: Professional/Consulting Services And Operating Expenditures

<p>academic languages.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental 10,000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide small group English and Math support after school by credentialed teachers five times per week.</p>	<p>Targets</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personal Cost 1000-1999: Certificated Personnel Salaries Title I 5,000</p>
<p>Provide 7 bilingual para educators for students to have extra support in the classroom and access to grade level content.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personal Cost 2000-2999: Classified Personnel Salaries Title I 80,000</p>
<p>Increase Spanish para-educator to FTE to provide Spanish as another language and to lead intervention and support for students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Increase Spanish speaking Para educator to FTE to facilitate Spanish classes 2000-2999: Classified Personnel Salaries Supplemental 30,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide additional learning time for at-risk students through a summer learning program and during the after school program.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental 20,000 Summer School Administrator 1000-1999: Certificated Personnel Salaries Supplemental 4,500 Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental 800
Maintain a FTE English Language Learner Specialist to facilitate interventions and track success.	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELL Teacher 1000-1999: Certificated Personnel Salaries Supplemental 60,000
Maintain two Gateway Community Charter Nurses	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Two Nurses 2000-2999: Classified Personnel Salaries Supplemental 20,000

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

<p>GOAL 2:</p>	<p>Students will have basic needs met; including a safe facility, a healthy environment and social-emotional needs.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Empowering Possibilities International Charter has reviewed basic services by evaluating safety inspections, student, staff and parent feedback. This data, along with the LCFF survey results, identify the following needs for school improvement regarding students basic needs being met:</p> <ul style="list-style-type: none"> • Facility improvements needed: outdoor restroom with drinking fountain, additional classrooms and continued monitoring of parking lot • Healthy food and activities offered to students to maintain a healthy, well-balanced life • Professional development for staff in regards to bully prevention, along with prevention activities for students to keep a positive school climate <p>The metrics used to evaluate progress will be:</p> <ul style="list-style-type: none"> • List of completed facility projects • Parking lot staff schedule • Professional development plan • Parent Satisfaction surveys • Student satisfaction surveys • Monthly safety inspections 	
<p>Goal Applies to:</p>	<p>Schools: Empowering Possibilities International Charter Applicable Pupil Subgroups: All Students</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: *Parent satisfaction surveys will increase in overall health and safety by 5% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year .

*Student satisfaction surveys will increase in overall health and safety by 5% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year .

*Overall comments from staff, parents and students in both surveys and focus groups in regards to health and safety will decrease 5% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 20 hour Parent Liaison Position to provide support for students and engage parents in meaningful activities	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	20 hour Parent Liaison Position 2000-2999: Classified Personnel Salaries Supplemental 19,568 20 hour Parent Liaison Position 3000-3999: Employee Benefits Supplemental 4,506
EPIC will continue to have 4 playground assistants to monitor parking lot and recess. Provide professional development around safety and motoring students.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Personal Costs 2000-2999: Classified Personnel Salaries Supplemental 36,288 Personal Costs 3000-3999: Employee Benefits Supplemental 8,360
Provide all staff professional development around safety, social emotional well-being for students and bully prevention.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CKH Professional Development for teachers, classified staf2 and admin 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 CKH Professional Development for classified staff 2000-2999: Classified Personnel Salaries Supplemental 2,500 CKH PD for certificated staff 1000-1999: Certificated Personnel Salaries Supplemental 5,000

<p>Provide students access to preventative measures in regarding to bullying and feeling safe at school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Assembly costs 4000-4999: Books And Supplies Lottery 5,000</p>
<p>Provide a salad bar option for students at lunch.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of Salad bar and maintenance 5000-5999: Services And Other Operating Expenditures Supplemental 5,000</p>
<p>Use and monitor the Heart Zones program during PE for a continued healthy lifestyle.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PE Teacher 2000-2999: Classified Personnel Salaries Supplemental 22,000 Continued Heartzone subscription 5800: Professional/Consulting Services And Operating Expenditures Title I 1,000 PE Teacher 3000-3999: Employee Benefits Supplemental 11,000</p>
<p>Hire a 0.5 School Counselor to help build student social and emotional well being.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0.5 Counselor 1000-1999: Certificated Personnel Salaries Supplemental 29,000 0.5 Counselor 3000-3999: Employee Benefits Supplemental 9,823</p>
<p>Students will engage in learning music and participating</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Word to Russia Music program 5800: Professional/Consulting</p>

in performances during the after school program		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Services And Operating Expenditures Supplemental 25,000
Provide incentives for students to attend school regularly	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase incentive rewards for students for perfect attendance 4000-4999: Books And Supplies Lottery 1,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>*Parent satisfaction surveys will increase in overall health and safety by 7% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year .</p> <p>*Student satisfaction surveys will increase in overall health and safety by 7% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year .</p> <p>*Overall comments from staff, parents and students in both surveys and focus groups in regards to health and safety will decrease 7% each year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase 20 hour Parent Liaison Position to 25 hours, to provide support for students and engage parents in meaningful activities	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	25 Hour Parent Liaison Position 2000-2999: Classified Personnel Salaries Supplemental 24,000

<p>EPIC will continue to have 4 playground assistance to monitor parking lot and recess. Provide professional development around safety and motoring students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personal Costs 2000-2999: Classified Personnel Salaries Supplemental 45,000</p>
<p>Provide all staff professional development around safety, social emotional well-being for students and bully prevention.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CKH Professional Development for teachers, classified staff and admin 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 CKH Professional Development for classified staff 2000-2999: Classified Personnel Salaries Supplemental 2,500 CKH PD for Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 5,000</p>
<p>Provide students access to preventative measures in regarding to bullying and feeling safe at school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Assembly costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000</p>
<p>Continue to provide a salad bar option for students at lunch and review quality of food</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of Salad bar and maintenance 4000-4999: Books And Supplies Lottery 1,000</p>
<p>Use and monitor the Heart Zones program during PE for a continued healthy lifestyle.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>continued PE Teacher 2000-2999: Classified Personnel Salaries Title I 35,000</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Continued Heartzone subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000
Increase 0.5 School Counselor to FTE 1.0 to help build student social and emotional well being.	All	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	FTE Counselor 1000-1999: Certificated Personnel Salaries Supplemental 65,000
Students will engage in learning music and participating in performances during the after school program	All	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Word to Russia Music program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 26,000
Provide incentives for students to attend school regularly	All	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Purchase incentive rewards for students for perfect attendance 4000-4999: Books And Supplies Lottery 1,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: *Parent satisfaction surveys will increase in overall health and safety by 10% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year .

*Student satisfaction surveys will increase in overall health and safety by 10% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year .

*Overall comments from staff, parents and students in both surveys and focus groups in regards to health and safety will decrease 10% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase 25 hour Parent Liaison Position to 28 hours, to provide support for students and engage parents in meaningful activities	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	28 hour Parent Liaison Position 5000-5999: Services And Other Operating Expenditures Supplemental 27,000
EPIC will increase to have 6 playground assistants to monitor parking lot and recess. Provide professional development around safety and motoring students.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Personal Costs 2000-2999: Classified Personnel Salaries Supplemental 65,000
Provide all staff professional development around safety, social emotional well-being for students and bully prevention.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CKH Professional Development for teachers, classified staff and admin 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 CKH Professional Development for classified staff 2000-2999: Classified Personnel Salaries Supplemental 2,500 CKH PD for certificated staff 1000-1999: Certificated Personnel Salaries Supplemental 5,000

Provide students access to preventative measures in regarding to bullying and feeling safe at school.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Assembly costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000
Provide a salad bar option for students at lunch and continue to monitor lunches provided for health and nutrition	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of Salad bar and maintenance 4000-4999: Books And Supplies Lottery 1,000
Use and monitor the Heart Zones program during PE for a continued healthy lifestyle.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	continued PE Teacher 2000-2999: Classified Personnel Salaries Supplemental 35,000 Continued Heartzone subscription 5800: Professional/Consulting Services And Operating Expenditures Title I 1,000
Maintain FTE School Counselor to help build student social and emotional well being.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE Counselor 1000-1999: Certificated Personnel Salaries Supplemental 65,000
Students will engage in learning music and participating	All	<input checked="" type="checkbox"/> All	Word to Russia Music program 5800: Professional/Consulting

<p>in performances during the after school program</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Services And Operating Expenditures Supplemental 27,000</p>
<p>Provide incentives for students to attend school regularly</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Purchase incentive rewards for students for perfect attendance 4000-4999: Books And Supplies Lottery 1,000</p>

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

<p>GOAL 3:</p>	<p>Students will participate in a broad multi-subject integrated English Language Arts and Mathematics programs that will focus on CCSS, expository writing, project rich and high-quality instruction. All students will improve achievement on the English-Language Arts and Mathematics assessments.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Empowering Possibilities International Charter has reviewed student achievement data from local benchmarks and Renaissance Learning assessments. It also looked at the charter petition, professional development plan and whole school schedule. The results indicate the following needs:</p> <ul style="list-style-type: none"> • Provide small group instruction for students • Differentiate subject matter for learning styles and needs • Increase student and teacher access to technology • Increase resources available to students for academic success • Teacher training and professional development for Common Core State Standards and other research-based instructional practices <p>The metric used to evaluate progress will be:</p> <ul style="list-style-type: none"> *CAASPP *Classroom observations *Technology inventory *Curriculum adoption list *Professional Development Plan *Parent Satisfaction Survey Writing Rubrics 	
<p>Goal Applies to:</p>	<p>Schools: Empowering Possibilities International Charter</p> <p>Applicable Pupil Subgroups: All Students</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- *Seventy five percent of students will score proficient or advanced on the end of year assessment in English Language Arts and Math assessments or make 5% growth towards proficiency.
- *Students will perform at grade level or have a scaled score increase of 50 points on the Renaissance Math and Reading assessments.
- *EPIC will increase school-wide by 5% on local Reading and Math assessments.
- All EPIC students will complete a minimum of one math project that is linked to a real world situation.
- All EPIC students will make 1 year's growth in reading for one school year attended.
- All EPIC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Beginning Teacher Support	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA program 5000-5999: Services And Other Operating Expenditures Supplemental 12,500 Wages for teachers and teacher support providers for BTSA program 1000-1999: Certificated Personnel Salaries Supplemental 7,400
Provide professional development for teachers regarding curriculum, Common Core State Standards, English Language Development standards, technology, expository writing and Next Generation Science Standards.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes for teacher planning 1000-1999: Certificated Personnel Salaries Federal Funds 20,000
Increase technology resources for students and teachers	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Purchase 2 classroom Smart Response sets 4000-4999: Books And Supplies Supplemental 5,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide para professionals to support in-school intervention and extended learning time through an after school program	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	para educators to staff programs 2000-2999: Classified Personnel Salaries Supplemental 133,820 para educators to staff programs 3000-3999: Employee Benefits Supplemental 63,067
Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4,000
Provide technology resource for teachers to track student achievement data and information	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for Illuminate program and PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,500
Provide supplemental reading materials in English and students' native language	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Title I 10,000

		_ Other Subgroups: (Specify)	
Provide online reading intervention support program to students who are reading below grade level	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Success maker subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8,500 Other online supplemental programs: Brain Pop, etc 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	*Eighty percent of students will score proficient or advanced on the end of year assessment in English Language Arts and Math assessments or make 5% growth towards proficiency. *Students will perform at grade level or have a scaled score increase of 60 points on the Renaissance Math and Reading assessments. *EPIC will increase school-wide by 7% on local Reading and Math assessments. All EPIC students will complete a minimum of two math projects that are linked to a real world situation. All EPIC students will make 1 year's growth in reading for one school year attended. All EPIC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Beginning Teacher Support	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA program 5000-5999: Services And Other Operating Expenditures Supplemental 12,600 BTSA teacher and support provider salary 1000-1999: Certificated Personnel Salaries Supplemental 7,400
Provide professional development for teachers regarding curriculum, Common Core State Standards,	All	<input checked="" type="checkbox"/> All OR:	Substitutes for teacher planning 1000-1999: Certificated Personnel Salaries Federal Funds 20,000

<p>English Language Development standards, technology, expository writing and Next Generation Science Standards.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase technology resources for students and teachers</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase additional student use computers 7000-7439: Other Outgo Supplemental 10,000 Purchase 5 classroom Smart Response sets 4000-4999: Books And Supplies Supplemental 15,000 Purchase additional Smart Board for classroom 7000-7439: Other Outgo Supplemental 15,000</p>
<p>Provide para professionals to support in-school intervention and extended learning time through an after school program</p>	<p>Targeted</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>para educators to staff program 2000-2999: Classified Personnel Salaries Supplemental 200,000</p>
<p>Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000</p>
<p>Provide technology resource for teachers to track student achievement data and information</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Cost for Illuminate program and PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,500</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide supplemental reading materials in English and students' native language	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Title I 10,000
Provide online reading intervention support program to students who are reading below grade level	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Success maker subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8,500 Other online supplemental programs: Brain Pop, etc 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- *Eighty five percent of students will score proficient or advanced on the end of year assessment in English Language Arts and Math assessments or make 5% growth towards proficiency.
- *Students will perform at grade level or have a scaled score increase of 70 points on the Renaissance Math and Reading assessments.
- *EPIC will increase school-wide by 10% on local Reading and Math assessments.
- All EPIC students will complete a minimum of three math projects that are linked to a real world situation.
- All EPIC students will make 1 year’s growth in reading for one school year attended.
- All EPIC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Beginning Teacher Support	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA program 5000-5999: Services And Other Operating Expenditures Supplemental 13,000 BTSA teacher and support provider wages 1000-1999: Certificated Personnel Salaries Supplemental 8,000
Provide professional development for teachers regarding curriculum, Common Core State Standards, English Language Development standards, technology, expository writing and Next Generation Science Standards.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes for teacher planning 1000-1999: Certificated Personnel Salaries Federal Funds 20,000
Increase technology resources for students and teachers	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase additional student use computers 7000-7439: Other Outgo Supplemental 10,000 Purchase 5 classroom Smart Response sets 4000-4999: Books And Supplies Supplemental 15,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase smart board for classroom 7000-7439: Other Outgo Supplemental 15,000
Provide para professionals to support in-school intervention and extended learning time through an after school program	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Para educators to staff program 2000-2999: Classified Personnel Salaries Supplemental 200,000
Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4,000
Provide technology resource for teachers to track student achievement data and information	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for Illuminate program and PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,500
Provide supplemental reading materials in English and students' native language	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Title I 10,000

		(Specify)	
Provide online reading intervention support program to students who are reading below grade level	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Success maker subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8,500 Other online supplemental programs: Brain Pop, etc 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000

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

GOAL 4:	Students will participate in a broad course of study that puts them on track to college and career.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	A. Conditions of Learning Empowering Possibilities International Charter reviewed the charter petition, professional development plan, instructional plans of teachers, and whole school schedule. The results indicate the following needs: <ul style="list-style-type: none"> • EPIC is a candidate school for PYP (TK-5th) and must apply for MYP (6th-8th) candidacy and eventually be fully certified for the International Baccalaureate program. • EPIC must train TK-5th grade teachers in the Primary Years Program and 6th-8th grade teachers in Middle School Years Program. • EPIC must ensure planning and implementation of IB unit planners and that the program meets all requirements. • EPIC students should have regular exposure to college and career pathways. The metric used to evaluate progress will be: <ul style="list-style-type: none"> • Professional Development Plan • IB school status • Unit lesson plans • Classroom observations <ul style="list-style-type: none"> • List of college and career activities provided to students
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Goal Applies to:	Schools: Empowering Possibilities International Charter Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students in TK-5th will participate in 3 teachers developed units of inquiry for the International Baccalaureate Primary Years Program. • Grades 3rd-8th will participate in college related field trips and/or projects twice per year. • Students in 6th-8th will research and learn about high school, college and career pathways.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required	All	<input checked="" type="checkbox"/> All	Maintain FTE curriculum coach 1000-1999: Certificated

<p>components</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel Salaries Federal Funds 65,000</p>
<p>Grades 3rd-8th will research college and career pathways and participate in field trips and/or projects twice a year</p>	<p>3rd-8th</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Field trip costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,500 College supplies and materials 4000-4999: Books And Supplies Supplemental 2,000</p>
<p>Provide online IB training for PYP teachers</p>	<p>TK-5th</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) TK-5th</p>	<p>Cost for online course for teachers in PYP 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,000</p>
<p>Provide Teacher release time for instructional planning in IB and GLAD.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitute costs 1000-1999: Certificated Personnel Salaries Federal Funds 10,000</p>
<p>Students will continue to receive visual and performing arts instruction. The music program will continue in the after school program and all student will have access to this instruction.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Music Program (already included) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 25,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase Art para professional from hourly to FTE 2000-2999: Classified Personnel Salaries Supplemental 26,000
Middle school students will have access to at least three electives	6th-8th	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th-8th	Supplies for Elective Classes 4000-4999: Books And Supplies Supplemental 10,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students in TK-5th will participate in 6 teachers developed units of inquiry for the International Baccalaureate Primary Years Program. • Grades 3rd-8th will participate in college related field trips and/or projects three times per year. • Students in 6th-8th will research and learn about high school, college and career pathways.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required components	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain FTE curriculum coach 1000-1999: Certificated Personnel Salaries Federal Funds 65,000
Grades 3rd-8th will research college and career pathways and participate in field trips and/or projects twice a year	3rd-8th	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Field trip costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,500 College supplies and materials 4000-4999: Books And Supplies Supplemental 2,000

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Provide in-person teacher training for International Baccalaureate Primary Years Program	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for in person IB training "Introduction to PYP IB curriculum model" 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000
Provide online IB training for PYP teachers	TK-5th	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) TK-5th	Cost for online course for teachers in PYP 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,000
Provide Teacher release time for instructional planning in IB and GLAD.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute costs 1000-1999: Certificated Personnel Salaries Federal Funds 10,000
Students will continue to receive visual and performing arts instruction. The music program will continue in the after school program and all student will have access to this instruction.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Music Program (already included) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 26,000 After school art with FTE Art teacher 2000-2999: Classified Personnel Salaries Supplemental 26,000

<p>Middle school students will have access to at least five electives</p>	<p>6th-8th</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th-8th</p>	<p>Supplies for Elective Classes 4000-4999: Books And Supplies Supplemental 10,000</p>
<p>LCAP Year 3: 2018-2019</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Students in TK-5th will participate in 6 teachers developed units of inquiry for the International Baccalaureate Primary Years Program. • Grades 3rd-8th will participate in college related field trips and/or projects twice per year. • Students in 6th-8th will research and learn about high school, college and career pathways. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required components</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th-8th grade</p>	<p>Maintain FTE curriculum coach 1000-1999: Certificated Personnel Salaries Federal Funds 65,000</p>
<p>Grades 3rd-8th will research college and career pathways and participate in field trips and/or projects three times a year</p>	<p>3rd-8th</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Field trip costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,500 College supplies and materials 4000-4999: Books And Supplies Supplemental 2,000</p>

Provide in-person teacher training for International Baccalaureate Primary Years Program	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for in-person IB training "Introduction to PYP IB curriculum model" 5800: Professional/Consulting Services And Operating Expenditures Other 15,000
Provide online IB training for PYP teachers	TK-5th	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) TK-5th	Cost for online course for teachers in PYP 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,000
Provide Teacher release time for instructional planning in IB and GLAD.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute costs 1000-1999: Certificated Personnel Salaries Federal Funds 10,000
Students will continue to receive visual and performing arts instruction. The music program will continue in the after school program and all student will have access to this instruction.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Music Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 25,000 After school art with FTE Art teacher 2000-2999: Classified Personnel Salaries Supplemental 28,000
Middle school students will have access to at least 6 electives	6th-8th	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Supplies for Elective Classes 4000-4999: Books And Supplies Supplemental 10,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th-8th	
Students will receive world language instruction per IB program requirements	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire third language teacher 0.5 2000-2999: Classified Personnel Salaries Supplemental 16,000

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

GOAL 5:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 2: 2017-2018		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 3: 2018-2019		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Budgeted Expenditures		

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

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 2 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:				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 3 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 4 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 5 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 6 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 7 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:				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 8 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 9 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 10 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:			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$488,465.00
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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.

20.0	%
5	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).