

Introduction:**LEA: EPIC de Cesar Chavez Contact: Richard Alvarez, Executive Director, ralvarez@fieldinstitute.org, (661) 822-4652****LCAP Year: 2016-2017**

EPIC de Cesar Chavez High School (EPIC) was established April 9, 2014 through the Farmworker Institute of Education and Leadership Development (FIELD) and the Nevada County Superintendent of Schools. Through FIELD's Core Values of Opportunity, Excellence, Integrity, Innovation and Si Se Puede, EPIC is dedicated to strengthening America's agricultural and rural communities.

FIELD was founded in 1978 by Cesar E. Chavez. FIELD has delivered services to over 35,000 underserved people in the state of California in the area of Adult Basic Education for 14 years. FIELD is a 501(c)3 non-profit organization based in Nevada County, Butte County, Monterey County, Kern County, and Riverside County, and works through partnerships with educational institutions, employers, colleges, community based organizations and others. These partnerships leverage funding and resources to provide services that increase the stability and health of the workforce and their families. FIELD's Mission is to "Promote Economic and Social Prosperity for Latinos and other low-income individuals and their families" and our purpose is to "Strengthen Rural Communities."

The school offers a combination of quality learning opportunities, a rigorous learning environment, and strong inter-agency collaboration to its adult students of whom ninety-five percent have not completed a high school diploma program. (5% reported some college level work, most often in another country) Many of the EPIC sites are located in local youth opportunity centers, housing authority funded sites, school and community settings.

EPIC de Cesar Chavez Charter School incorporates a direct instruction model with individualized instruction in order to meet the adult students' academic needs using a student tailored standards-based curriculum. Students are also enrolled in on-line coursework through Cyber High to increase their technology experiences while completing credit recovery, CTE classes, elective classes, English Language Development, and a-g courses. Students complete the required courses per their Individualized Learning Plans to earn a high school diploma.

Goals and actions in the Local Control Accountability Plan (LCAP) are aligned to the state priority areas with the exception of parent involvement as 100% of the students enrolled in EPIC are 18 years of age. Due the typical age and historical lack of educational opportunity for our students, EPIC's goals and actions are focused on helping students meet the State of California requirements for a high school diploma, and providing them with the 21st Century Workplace Skills they need to be successful in their chosen vocations.

As of May, 2016, the ethnicity of students served through EPIC educational programs are self-reported as 85.2% Hispanic and 14.8% other. This includes 9.6% who identified their race as Black, 1.9% Indian, and 1.1% Asian regardless of ethnicity. 69.7% of the students identified their primary language as Spanish, 29.2% as English, and 1.1% as other. 39.5% of the students attended school in another country prior to arriving in the United States. 14% of EPIC students only attended school through the eighth grade and 81.2% of the students attended between 9-12 years of school. Less than 5% had additional schooling.

EPIC delivers services in Nevada County, Butte County, Kern County, Monterey County, and Riverside County. In 2016-2017, EPIC will enroll 400 participants statewide. As part of EPIC's broad range of courses, students will have access to Career Technical Education (CTE). Students participating in CTE may select career pathways such as Environmental Conservation, Natural Resource Management, Recycling, Child Development, Customer Service, Record Book Keeping, and Literacy. In Kern County, participants may join our Kern Service and Conservation Corps (KSACC) as a Corps Member to hands-on job training in the field of Service and Environmental Conservation. Through participation in CTE, students may be concurrently enrolled in Community Colleges to receive credits towards both a High School Diploma with EPIC and college credit with the Community College. EPIC maintains Instructional Service Agreements (ISAs) with these Community Colleges such as but not limited to: Santa Rosa Junior College, Bakersfield College, and College of the Siskiyous.

In the 2015-16 LCAP, data from 2014-15 was used to establish future targets for the LCAP goals. In some cases, data was unavailable or the data was based on small numbers. The targets were continued pending the establishment of reliable baseline measures.

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
<ul style="list-style-type: none"> -FIELD Board of Directors (BOD) works with an Advisory Council (Approved June 23, 2014) to review, make recommendations, and approve the LCAP -Staff and Student Surveys conducted June 2016; -CASAS, CDE State Priorities, US Census Data provided to FIELD BOD -Quarterly BOD meetings -Annual Advisory Council Meetings - Several site visits by administrators to each learning center to talk to staff and students - Participation with the Workforce Development Board, and the American Job Center. - Collaboration with local college faculty and Education departments -Public Hearing for LCAP –June 2, 2016 -Adoption of LCAP-June 30, 2016 	<ul style="list-style-type: none"> -The expressed needs and concerns of stakeholders are reflected -Stakeholders of the LEA considered the ‘Conditions of Learning,’ ‘Pupil Outcomes,’ and ‘Student Engagement’ when planning for the 8 state priorities -Data results from CASAS testing, CDE State priorities and US Census Data used to inform instructional practices priorities -Data collected from Staff and Student Surveys impacted goals - Data collected regarding employment opportunities and trainings - Information gathered that impacts professional development for EPIC faculty
<p>Annual Update: Mid-year and end of year review</p>	<p>Annual Update: Mid-year and end of year review</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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites 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 school sites?
- 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 school sites, 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: Proficiency in English-Language Arts	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	1. Highly qualified, engaging teachers are needed to support the high numbers of English Learners. For the 2015-16 school year, 70% of first-time enrolled students identify Spanish as their primary language. 2. Continued curriculum alignment with Common Core Standards and continued CCSS professional development for teachers. The 2015-16 teacher survey indicates that 38% of the teachers want more appropriate and useful professional development. 3. Improved delivery of broad range of courses, and vocational education as 65% of the student body is employed full or part-time while completing a high school diploma 4. CASAS implementation training and materials for new staff due to staffing changes at the site and regional level. 5. The state priority of “Facilities maintained and in good repair” is not applicable as EPIC facilities are rented and/or use is donated by non-profit agencies. As such, the landlords are responsible for facility upkeep.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. 100% of EPIC teachers are highly qualified and appropriately assigned and 100% of staff evaluated annually 2. 10 days of professional development to be delivered. 100% of EPIC teachers will be trained in CCSS and curriculum will be aligned. 3. Textbooks and computers purchased to reach a 1:2 ratio in order to improve delivery of a broader range of course offerings and objectives. 4. 100% of new testing staff, and returning staff will undergo training in CASAS testing implementation. 5. N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire, train, place, and evaluate highly qualified teachers	All	<input checked="" type="checkbox"/> ALL	\$268,292
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__ Other Subgroups:(Specify) _____	
2. Design and deliver professional development opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management, and English Language Development instructional strategies, and CASAS implementation for new and returning staff provided during Professional Development days	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$84,575
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$84,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of EPIC teachers are highly qualified and appropriately assigned and 100% of staff evaluated annually 2. 100% of EPIC teachers will be trained in CCSS and curriculum will be aligned. 10 days of professional development to be delivered 3. Textbooks and computers purchased to reach a 1:2 ratio in order to improve delivery of a broader range of course offerings and objectives. 4. 100% of new testing staff, and returning staff will undergo training in CASAS testing implementation. 5. N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire, train, place, and evaluate highly qualified teachers	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) _____	\$276,341
2. Design and deliver professional development		<input checked="" type="checkbox"/> ALL	\$88,804

opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management, and English Language Development instructional strategies, and CASAS implementation for new and returning staff provided during Professional Development days	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)_____	
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment	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)_____	\$95,200
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	1. 100% of EPIC teachers are highly qualified and appropriately assigned and 100% of staff evaluated annually 2. 10 days of professional development to be delivered. 100% of EPIC teachers will be trained in CCSS and curriculum will be aligned. 3. Textbooks and computers purchased to reach a 1:2 ratio in order to improve delivery of a broader range of course offerings and objectives. 4. 100% of new testing staff, and returning staff will undergo training in CASAS testing implementation. 5. N/A		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire, train, place, and evaluate highly qualified teachers	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)_____	
2. Design and deliver professional development opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management, and English Language Development instructional	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)_____	

strategies, and CASAS implementation for new and returning staff provided during Professional Development days		
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment	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) _____

GOAL:	#2: Create and implement performance and achievement goals for pupils		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Students demonstrate mastery of multiple-subject content areas through standards-based instruction and career technical training 2. Increase student achievement in ELA and Math with pre and post assessments 3. Place EPIC students in Career Technical Education courses 4. English Learners to make progress toward English Proficiency		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1. 82% of students will achieve an average of one grade level equivalency growth in ELA or Math annually 2. Deliver minimum of 25 courses in 7 growth areas 3. Enroll 10% of EPIC students in Career Technical Education 4. 60% of ESL students will increase one performance level on the CASAS assessment.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CASAS testing conducted each semester (Pre-	All	<input checked="" type="checkbox"/> ALL	\$202,623

test, mid-term, and post-test) with quarterly data analysis		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Deliver broad range of courses using CCSS in 7 growth areas including English Language Development, vocational education, online learning, and college preparatory classes	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$684,215
3. Enroll EPIC students in High School diploma credit recovery courses, vocational educational, and Community College, and ESL classes (based on CASAS appraisal)	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$168,055

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. 85% of students will achieve an average of one grade level equivalency growth in ELA or Math annually 2. Deliver minimum of 28 courses in 7 growth areas 3. Enroll 15% of EPIC students in Career Technical Education 4. 65% of ESL students will increase one performance level on the CASAS assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$208,702

2. Deliver broad range of courses using CCSS in 7 growth areas including English Language Development, vocational education, online learning, and college preparatory classes	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$704,742
3. Enroll EPIC students in High School diploma credit recovery courses, vocational educational, and Community College, and ESL classes (based on CASAS appraisal)	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$173,096

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. 85% of students will achieve an average of one grade level equivalency growth in ELA or Math annually 2. Deliver minimum of 28 courses in 7 growth areas 3. Enroll 15% of EPIC students in Career Technical Education 4. 70% of ESL students will increase one performance level on the CASAS assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
2. Deliver broad range of courses using CCSS in 7 growth areas including English Language Development, vocational education, online learning, and college preparatory classes	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
3. Enroll EPIC students in High School diploma	All	<input checked="" type="checkbox"/> ALL	

credit recovery courses, vocational educational, and Community College and ESL classes (based on CASAS appraisal)

OR:
 Low Income pupils English Learners
 Foster Youth Re-designated fluent English proficient
 Other Subgroups: (Specify) _____

GOAL:	3. Promote student and community involvement through EPIC's service program		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
(NOTE: EPIC students are ages 18 and older; Parental Involvement Not Applicable. Goals are set on the basis of student and community involvement)				
Identified Need :	1. Student and Community Involvement-ASC meetings 2. Pupil engagement through highly engaging curriculums and service activities 3. School climate that promotes safety and learning with little to no expulsions and suspensions			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey 3. Monthly Average Daily Attendance (ADA) report analyzed 4. Annual Suspension and Expulsion Analysis with no more than 4% of students suspended or expelled annually 5. 20% of enrollees receive a high school diploma			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Outreach to students and community to form Adult Student Committees (ASC) at each Learning Center	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,650	
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,100	

3. Measure and analyze average daily attendance (ADA), suspension, and expulsion rates monthly	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey 3. Monthly Average Daily Attendance (ADA) report analyzed 4. Annual Suspension and Expulsion Analysis with no more than 3% of students suspended or expelled annually 5. 25% of enrollees receive a high school diploma (as compared to students who enroll with < 60 credits to be completed.)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Outreach to students and community to form Adult Student Committees (ASC) at each Learning Center	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,925
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,375
3. Measure and analyze graduation credit tracking, average daily attendance (ADA), suspension, and expulsion rates monthly	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,550

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey 3. Monthly Average Daily Attendance (ADA) report analyzed 4. Annual Suspension and Expulsion Analysis with no more than 4% of students suspended or expelled annually 5. 20% of enrollees receive a high school diploma		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Outreach to students and community to form Adult Student Committees (ASC) at each Learning Center	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
3. Measure and analyze graduation credit tracking, average daily attendance (ADA), suspension, and expulsion rates monthly	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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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 school sites 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 from prior year LCAP:	#1: Conditions of Learning-Higher proficiency in English-Language Arts Metrics: CalPads, CTC, Annual Staff Evaluations, Annual Student Surveys, CASAS, PowerSchool (or other student information system)			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable	1. 100% of EPIC teachers are highly qualified and		Actual Annual Measurable	1. By February, 2016 100% of teachers were

Outcomes:	appropriately assigned 2. 100% of EPIC teachers will be trained in CCSS and curriculums will be aligned 3. 14 days of professional development 4. 85% of staff evaluated annually Delivered 5. Text books and computers purchased	Outcomes:	appropriately placed. 2. 100% of teachers hired in August, 2015 underwent a five day training in CCSS. 3. 12 days of professional development for the 15-16 school year were provided. 4. 100% of teaching staff hired as of March, 2016 underwent an annual evaluation. 5. Textbooks purchased to provide a 97% student to book ratio. Enough computers/laptops purchased to provide at least a 1:5 student to computer ratio.
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LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1. Hire, train, place, and evaluate highly qualified teachers		\$176,722	1. 80% of teachers hired, placed and trained are highly qualified.		\$70,003
Scope of service:	All		Scope of service:		
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Design and deliver professional development		\$27,200	Five days of professional development with		\$67,660

opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management (10 days)			opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management were provided to staff. Seven days of in-service were provided to staff.	
Scope of service:	All		Scope of service:	
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment		\$216,267	1,200 standards aligned textbooks purchased. State standards based online learning, Cyber High, licenses purchased for 100% use of students needing any of the 43 remedial, basic and college preparatory courses.	\$53,740
Scope of service:	All		Scope of service:	
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		EPIC will continue to provide Cyber High online learning courses to students. In addition a thorough review and adoption of curriculum for English Language Learners and English Language Development will be undertaken and materials purchased.		

Original GOAL from prior year LCAP:	#2: Pupil Outcomes - Create and implement performance and achievement goals for pupils Metrics: PowerSchool, CASAS, Admissions & Records	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. 80% of students will achieve an average of one grade level equivalency growth in ELA or Math annually 2. Deliver minimum of 20 courses in 7 growth areas 3. Enroll 10% of EPIC students in Career Technical Education	Actual Annual Measurable Outcomes:	1. For the 14-15 school year, the four learning centers reported the following percentages of growth in one grade level equivalency. The range represents the varying proficiency levels. Arvin 50% - 100%, Grass Valley 33%-100%, Gridley 20% - 100%, Shafter 57% - 100% 2. At present, over 40 courses in the 7 growth areas are provided to students. 3. 60 students were enrolled in CTE classes through a local community college.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis	\$193,622	CASAS testing completed for every new student, and for the students who remain for the entire semester. Resultant data for the 15-16 school year is currently under analysis.	\$135,047
Scope of service:		Scope of service:	
<u>X</u> ALL		<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Deliver broad range of courses using CCSS in 7 growth areas including Career Technical Education	\$1,290,693	Purchase of Cyber High curriculum expanded the course offerings by adding 43 courses. This includes introductory level CTE courses.	\$875,096
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Enroll EPIC students in Career Technical Education for High School Diploma credit recovery and Community College Certifications	\$118,025	60 students enrolled in CTE and community college course work through the fall semester.	\$163,160
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	EPIC will expand its Career Technical Education course offerings as a collaborative effort with community college partners allowing students to earn concurrent community college and high		

and/or changes to goals?	school credits.
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Original GOAL from prior year LCAP:	#3: Engagement-Promote student and community involvement through EPIC's SERVICE program (NOTE: EPIC students are ages 18 and over; Parental Involvement Not Applicable) Metrics: Annual Surveys, PowerSchool, Admissions and Records	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey 3. Monthly Average Daily Attendance (ADA) report analyzed 4. Annual Suspension and Expulsion Analysis with no more than 5% of students suspended or expelled annually	Actual Annual Measurable Outcomes:	1.Meetings held during fall semester 2. ASC survey distributed June, 2016. Results to be tallied before June 29, 2016. 3. ADA reports analyzed by business office resulting in an effort to increase enrollments at each learning center. 4. Due to the nature of adult aged student population, the suspension and expulsion rate for the 2015-16 school year is less than 1% (one student out of 400 enrolled students).
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LCAP Year 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Outreach to students and community to form Adult Student Committees (ASC) at each Learning Center	\$1,500	Community Coordinators schedule and hold the ASC meetings and report the students concern to administration for further actions to address those concerns.	\$1,500

Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	\$1,000		Annual survey conducted in June, 2016	\$1,000	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Measure and analyze average daily attendance (ADA), suspension, and expulsion rates monthly	\$15,400		ADA data analysis conducted by the business office. Suspension and expulsion rates have been at zero percent until May, 2016 at which time one student was expelled.	\$15,400	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>EPIC will strengthen the Adult Student Committees and ensure meeting dates. Annual survey will be distributed earlier in the second semester for more accurate results while higher numbers of students are enrolled. ADA will continue to be monitored in a timely manner using an updated student information system.</p>
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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.)

<p>Total amount of Supplemental and Concentration grant funds calculated:</p>	<p>\$ <u>514,715</u></p>
<p>In program year 2016-17, \$514,715 in supplemental and concentration funds will be used to support EPIC’s participant population of low income and English Learner adult pupils. As the goals demonstrate, EPIC understands the importance of providing a broad range of courses with highly qualified instructors to improve the English language proficiency of our participants and to increase the students’ participation in vocational</p>	

education. EPIC anticipates an ADA growth of 10% statewide. These funds allow the school to meet the minimum proportionality required.

- 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.

28.54	%
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The increase in funding for the 96% unduplicated pupil population of EPIC will include the provision of the following increased and/or improved services. EPIC will provide additional professional development for teachers in the area of instructional strategies for English Learners, Common Core State Standards, and CASAS test implementation. Two new Vocational Education teachers/supervisors whose primary responsibility will be for the vocational education program. Funds will also be marked to improve technology and connectivity in order to provide a 2:1 ratio student to device ratio. There is also planned an increased outreach program to improved student enrollment and attendance.

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).