

**Introduction:**

**LEA:** EPIC de Cesar Chavez   **Contact (Name, Title, Email, Phone Number):** David Villarino, Administrator, davidv@fieldinstitute.org, 661-822-4652

**LCAP Year:** 2015-2016

EPIC de Cesar Chavez (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. FIELD works through partnerships with educational institutions, employers, colleges, community based organizations and others. Such 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."

EPIC delivers services in Nevada County, Butte County, and Kern County with plans to expand to Monterey County, and Riverside County this year. In 2015-2016, EPIC will enroll 305 participants statewide. EPICAs 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.

***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<ul style="list-style-type: none"> <li>-Adult Student Committees (ASC) meet quarterly at minimum to review and make recommendations on LCAP</li> <li>-FIELD Board of Directors (BOD) works with an Advisory Council (Approved June 23, 2014) to review, make recommendations, and approve the LCAP</li> <li>-Staff and Student Surveys conducted May 2015; Data used for Board of Director’s Annual Planning</li> <li>-CASAS, CDE State Priorities, US Census Data provided to FIELD BOD</li> <li>-Quarterly BOD meetings</li> <li>-Annual Advisory Council Meetings</li> <li>-Public Hearing for LCAP –June 27, 2015</li> <li>-Adoption of LCAP-June 27, 2015</li> </ul>	<ul style="list-style-type: none"> <li>-The expressed needs and concerns of stakeholders are reflected</li> <li>-Stakeholders of the LEA considered the ‘Conditions of Learning,’ ‘Pupil Outcomes,’ and ‘Student Engagement’ when planning for the 8 state priorities</li> <li>-Data collected from Staff and Student Surveys impacted goals</li> </ul>
<p><b>Annual Update:</b> Mid-year and end of year review</p>	<p><b>Annual Update:</b> Mid-year and end of year review</p>

**EPIC Stakeholder Engagement**

Applicable stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP. Stakeholders have been included in EPIC’s process in a timely manner to allow for engagement in the development process.

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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



- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	<b>#1: Conditions of Learning-Higher proficiency in English-Language Arts</b> <b>Metrics:</b> CalPads, CTC, Annual Staff Evaluations, Annual Student Surveys, CASAS, PowerSchool	Related State and/or Local Priorities: 1X 2X 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	1. Highly qualified, engaging teachers 2. Alignment of Common Core Standards 3. Deliver CCSS aligned curriculum, broad range of courses, and Career Pathway Academies for Career Technical Education provided to unduplicated participants and pupils with exceptional needs 4. CCSS Training for Teachers 5. CASAS Training and materials for Staff 6. Facilities maintained and in good repair	

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Low income pupils and English learners

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	1. 100% of EPIC teachers are highly qualified and appropriately assigned 2. 100% of EPIC teachers will be trained in CCSS and curriculums will be aligned 3. 10 days of professional development delivered 4. 85% of staff evaluated annually 5. Text books and computers purchased 6. Maintain facility standards
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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	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$176,722 Base
2. Design and deliver professional development opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management (10 days)	All	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$27,200 Base
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment for unduplicated participants and pupils with exceptional needs	All	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$216,267 Base

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1. 100% of EPIC teachers are highly qualified and appropriately assigned 2. 100% of EPIC teachers will be trained in CCSS and curriculums will be aligned 3. 12 days of professional development delivered 4. 87% of staff evaluated annually 5. Text books and computers purchased
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6. Maintain facility standards			
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 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)_____	\$191,773 Base
2. Design and deliver professional development opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management to new and returning staff(12 days)	All	<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)_____	\$31,700 Base
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment for unduplicated participants and pupils with exceptional needs	All	<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)_____	\$65,748 Base

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	1. 100% of EPIC teachers are highly qualified and appropriately assigned 2. 100% of EPIC teachers will be trained in CCSS and curriculums will be aligned 3. 12 days of professional development delivered 4. 90% of staff evaluated annually 5. Text books and computers purchased 6. Maintain facility standards
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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 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)_____	\$197,925 Base

2. Design and deliver professional development opportunities in the areas of CCSS, Project-Based Learning, and Classroom Management to new and returning staff(12 days)	All	<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)_____	\$31,700 Base
3. Procure standards-aligned materials and participate in yearly updating process for additional student enrollment for unduplicated participants and pupils with exceptional needs	All	<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)_____	\$59,748 Base

GOAL:	<b>#2: Pupil Outcomes-Adhere Create and implement to performance and achievement goals for pupils</b> <b>Metrics:</b> PowerSchool, CASAS, Admissions & Records	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__
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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 Pathway Academies  
 4. ELs to make progress toward English Proficiency through remediation and access to CCSS

Goal Applies to: Schools: All  
 Applicable Pupil Subgroups: Low income pupils and English learners

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:  
 1. Statewide Assessments-CASAS  
 2. API-Not Applicable  
 3. % Pupils CSU or UC-EPIC does not deliver A-G Courseware  
 4. 40% of ELs will make progress towards English Proficiency (CASAS and CELDT)  
 5. EL Reclassification-EPIC does not have a numerically significant population  
 6. % Passing Advanced Placement-EPIC does not deliver Advanced Placement  
 7. 80% of students will achieve an average of one grade level equivalency growth in ELA or Math annually  
 8. Deliver minimum of 20 courses in 7 growth areas  
 9. Enroll 10% of EPIC students in Career Technical Education

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	__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)_____	\$193,622 \$178,469-Supplemental \$15,153-Base
2. Deliver broad range of courses using CCSS in 7 growth areas including Career Technical Education and EL access to CCSS and remediation programs (English as a Second Language)	All	__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)_____	\$1,290,693 Base
3. Enroll EPIC students in Career Technical		__ALL	\$118,025

Education for High School Diploma credit recovery and Community College Certifications

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

\$109,385-  
 Supplemental  
 \$8,640-Base

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

1. Statewide Assessments-CASAS
2. API-Not Applicable
3. % Pupils CSU or UC-EPIC does not deliver A-G Courseware
4. 40% of ELs will make progress towards English Proficiency (CASAS and CELDT)
5. EL Reclassification-EPIC does not have a numerically significant population
6. % Passing Advanced Placement-EPIC does not deliver Advanced Placement
7. 82% of students will achieve an average of one grade level equivalency growth in ELA or Math annually
8. Deliver minimum of 25 courses in 7 growth areas
9. Enroll 20% of EPIC students in Career Technical Education

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	__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)_____	\$201,672 \$140,338- Supplemental \$61,334-Base
2. Deliver broad range of courses using CCSS in 7 growth areas including Career Technical Education and EL access to CCSS and remediation programs (English as a Second Language)	All	__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)_____	\$1,369,944 Base
3. Enroll EPIC students in Career Technical Education for High School Diploma credit recovery and Community College Certifications		__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)_____	\$121,869 \$86,014- Supplemental \$35,855-Base

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

1. Statewide Assessments-CASAS
2. API-Not Applicable
3. % Pupils CSU or UC-EPIC does not deliver A-G Courseware
4. 40% of ELs will make progress towards English Proficiency (CASAS and CELDT)
5. EL Reclassification-EPIC does not have a numerically significant population
6. % Passing Advanced Placement-EPIC does not deliver Advanced Placement
7. 85% of students will achieve an average of one grade level equivalency growth in ELA or Math annually
8. Deliver minimum of 28 courses in 7 growth areas
9. Enroll 30% of EPIC students in Career Technical Education

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 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)_____	\$208,527 \$146,591-Supplemental \$61,936-Base
2. Deliver broad range of courses using CCSS in 7 growth areas including Career Technical Education and EL access to CCSS and remediation programs (English as a Second Language)	All All	<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)_____	\$1,414,390 Base
3. Enroll EPIC students in Career Technical Education for High School Diploma credit recovery and Community College Certifications		<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)_____	\$125,844 \$89,846-Supplemental \$35,998-Base

**GOAL: #3: Engagement-Promote student and community involvement through EPIC's**

Related State and/or Local Priorities:

**SERVICE program** (NOTE: EPIC students are ages 18 and over; Parental Involvement Not Applicable)

1\_\_ 2\_\_ 3  4\_\_ 5  6  7\_\_ 8\_\_

COE only: 9\_\_ 10\_\_

**Metrics:** Annual Surveys, PowerSchool, Admissions and Records

Local : Specify \_\_\_\_\_

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: Low income pupils and English learners

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey 3. ADA, suspension, expulsion measured monthly; absenteeism, graduation rates, and dropout rates measured annually 4. Annual Suspension and Expulsion Analysis with no more than 3% of students suspended or expelled annually 5. Middle school dropout rates-Not Applicable
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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	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,500 Supplemental
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	All	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1000 Base
3. Measure and analyze average daily attendance (ADA), suspension, expulsion rates monthly; Measure chronic absenteeism rates, dropout rates, and graduation rates annually	All	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,400 Base



**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey 3. ADA, suspension, expulsion measured monthly; absenteeism, graduation rates, and dropout rates measured annually 4. Annual Suspension and Expulsion Analysis with no more than 4% of students suspended or expelled annually 5. 15% of enrollees receive a high school diploma 6. Middle school dropout rates-Not Applicable
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Actions/Services	Scope of Service	__ALL	Budgeted Expenditures
1. Outreach to students and community to form Adult Student Committees (ASC) at each Learning Center	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)_____	\$1,500 Supplemental
		__ALL	
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	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)_____	\$1000 Base
		__ALL	
3. Measure and analyze average daily attendance (ADA), suspension, expulsion rates monthly; Measure chronic absenteeism rates, dropout rates, and graduation rates annually	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)_____	\$5,550 Base
		__ALL	

**LCAP Year 3: 2017-18**

Expected Annual Measurable	1. Annual Adult Student Committee (ASC) meetings 2. Annual ASC survey
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Outcomes:	3. ADA, suspension, expulsion measured monthly; absenteeism, graduation rates, and dropout rates measured annually 4. Annual Suspension and Expulsion Analysis with no more than 3% of students suspended or expelled annually 5. 20% of enrollees receive a high school diploma 6. Middle school dropout rates-Not Applicable		
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	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,500 Supplemental
2. Conduct annual surveys with students and ASC members to measure pupil engagement and school climate	All	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1000 Base
3. Measure and analyze average daily attendance (ADA), suspension, expulsion rates monthly; Measure chronic absenteeism rates, dropout rates, and graduation rates annually	All	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,550 Base

**Complete a copy of this table for each of the LEA's goals. 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:	\$ _ \$289,354 _____
In Program year 2015-2015, \$289,354 in supplemental and concentration funds will be used to support EPIC’s participant population of low income and English Learner pupils. As our goals demonstrate, EPIC understands the importance of providing a broad range of courses with highly qualified instructors to improve the English proficiency of our participants and increase Career Technical Education placement. EPIC anticipates an ADA growth of 161 with Learning Center expansion 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.

14.05	%
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EPIC intends to expend all supplemental and concentration funds earned under the LCFF, which represents 14.05% of LCFF funds received. Services provided in EPIC's LCAP for 2015-2016 will be increased as EPIC expands services and increases projected enrollment and average daily attendance. EPIC will serve an additional 161 participants statewide. FIELD will acquire necessary language acquisition and remediation curriculum and materials, increase use of CASAS assessment systems, hire additional highly qualified instructors, and deliver a broad range of courses including Career Technical Education.

#### **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).

01-13-15 [California Department of Education]