

LCAP Year X 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics:](#) Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name EPIC de Cesar Chavez High School

Contact Name and
Title

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Email and
Phone

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2017-20 Plan Summary

THE STORY

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

EPIC de Cesar Chavez high school is a charter high school authorized through the Nevada County Office of Education that currently serves between 350 and 400 students in 12 learning centers located in the rural communities in Kern County, Riverside County, Butte County, Nevada County, and Monterey County. 100% of the students are adults 18 years of age or older. EPIC enrolls students who have not completed a high school diploma into grade 12. 85% of current EPIC students are English Learners, and 93% meet the criteria for low socio-economic status. The majority of the student population is made up of students who identify as Hispanic – 85%. The rest identify as non-Hispanic and White – 7%, Asian – 2%, Black – 5%, Multiracial – 1%, American Indian <1%. (Percentage numbers are rounded off).

EPIC is the high school program of the non-profit organization Farmworker Institute for Education and Leadership Development. FIELD's mission is to promote economic and social prosperity to low wage, low skilled workers and their families. Students are taught in a traditional school setting with instructors who understand their cultural background and academic struggles. Curriculum delivery is intensive, aligned with California State Standards, assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized

tests for adult learners, and focused on remediation and basic skill development for students over the age of 18. In addition to the high school program, FIELD provides classes for English as a Second Language and a state of California certified youth conservation corps.

LCAP HIGHLIGHTS

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

The goals and actions in the 2017-18 LCAP are aligned to the state priority areas and will continue with an emphasis on preparing the adult learner for success in the workforce. 100% of EPIC students are 18 years of age or older and due to the age of students and their historical lack of educational opportunities, EPICs goals and actions are focused on helping students in the following main areas: improve proficiency in English language development and arts, meet the requirements of a high school diploma in the state of California, and developing and improving in the 21st Century Workplace Skills needed to be successful in their chosen vocations.

Reference:

Goal #1 – Conditions of Learning - Proficiency in the English-Language Arts

Goal #2 – Student Outcomes - Create and implement performance and achievement goals for pupil

Goal #3 – Student Outcomes – Achieve WASC accreditation by the end of 2016-17.

Goal #4 – Conditions of Learning - Interdependent financial management system to support student learning and daily attendance.

REVIEW OF PERFORMANCE

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

This school year 2016-17, EPIC de Cesar Chavez achieved an increase of 71% over the 2015-16 school year in the number of adult students who earned a high school diploma. There were 206 graduates in the 2016-17 school year as compared to 121 graduates in 2015-16.

According to the 2015-16 reported results, student scores at the Adult Secondary Education (ASE) level of Educational Functioning Level as measured by the CASAS standardized test exceeded the state of California overall growth average by +27.4% at the high level, and +35.7% at the low level. At the Adult Basic Education (ABE) levels EPIC student scores exceed all state levels except Beginning Literacy.

However, results after the first semester of the 2016-17 school year were not as high. The 2016-17 data

GREATEST PROGRESS

will be available in July 2017.
100% of EPIC's teachers were properly credentialed to teach in our classrooms and all teachers were provided professional development in the Common Core State Standards, and in English Language Development instructional strategies.
The EPIC counselor, teachers and administrators were able to evaluate and properly place 100% of students based on English language fluency and transcript analysis.

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

EPIC de Cesar Chavez enrolls adult immigrant students with limited English language abilities. Students who come to school functioning at the Beginning Literacy level of Adult Basic Education are scoring at -1.5 that is slightly below the state average scores on the CASAS assessment. In order to meet this need in the EPIC student population, there are plans in place to research and revise the curriculum and instructional practices used to teach English as a Second Language (ESL) and English Language Development (ELD) for the students scoring at pre-literacy and low literacy levels. To support this, EPIC will adopt, purchase, train instructors, and implement new ELD curriculum that will also meet the adult College and Career Readiness Standards which are correlated to the Common Core State Standards (CCSS).

GREATEST NEEDS

At this time, the state indicators on the LCFF Rubric are listed as not applicable for EPIC. The only two indicators that are provided on the state Dashboard are the 2016-17 Enrollment, English Learner (EL) percentage, and the 2015-16 Graduate, Dropout, and Cohort Outcome Data derived from CALPADS. According to the CDE, EPIC's graduation rate is reported as approximately 10%. This is not accurate as in actuality 120 students met all graduation requirements in the 15-16 school year. This was 38% of student enrollment. For the 2016-17 school year this has increased to 58% of student enrollment.
There is a need to apply and undergo the WASC accreditation process this school year. Formal accreditation from the Western Association of Schools and Colleges will assist our students with college admissions, military placement and transfers to other schools.

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

PERFORMANCE GAPS

In the Adult Basic Education levels, the EFL completion rate math scores are highest at Beginning Basic level 50.9%, but drop significantly at the Intermediate High level to 9.5%. It then increases again at the Adult Secondary Education level to 63.4%.

In the ABE levels for Reading scores, the EFL completion rates for the Beginning Basic scores are 33.3% and also drop significantly at the Intermediate high level to 5%. This indicates that students at the basic and high levels do relatively well, but the academic skills of the intermediate levels take a plunge. It appears that the students who test at the ASE level have sufficient English proficiency to meet the academic challenges of this level.

However, when the students who are still learning the English language reach the intermediate level in ABE all subjects become significantly more challenging for them. EPIC will revisit the curriculum and instructional practices for the intermediate level student.

College and Career Readiness as a pathway has not been addressed as needed. Approximately half, or 49%, of EPIC graduates indicated an interest in continuing their post high school education at a local community college. Of those 49%, 15% indicated an interest in transferring to a 4-year university. After receiving a high school diploma, 24% want to enter a workforce-training program.

INCREASED OR IMPROVED SERVICES

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

EPI de Cesar Chavez will continue to focus on the unduplicated pupils as noted in the previous Review of Performance. EPIC will continue to support the certificated teachers by continuous professional training in instructional strategies that target English language development by including a teacher coaching model, and by strengthening the teachers' direct instruction.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 2,946,817
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 1,671,662

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

WIOA Title II Grant Expense, Maintenance and operational expenses, Administrative and personnel cost.
\$1,275,155

\$2,712,960	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1 – Conditions of Learning – Higher proficiency in English Language Arts

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL	1, 2, _____							

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1A. 100% of EPIC teachers are highly qualified and appropriately assigned and 100% of staff evaluated annually
- 1B. 10 days of professional development to be delivered. 100% of EPIC teachers will be trained in CCSS and curriculum will be aligned.
- 1C. Textbooks and computers purchased to reach a 1:2 ratio in order to improve delivery of a broader range of course offerings and objectives.
- 1D. 100% of new testing staff, and returning staff will undergo training in CASAS testing implementation.
- 1E. 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.

ACTUAL

- 1A. 100% of teachers appropriately assigned, but due to staff management turnover, only 50% were formally evaluated this year.
- 1B. 11 days of professional development were delivered. 100% of teachers received training in CCSS and curriculum alignment. In addition, teachers were provided training in English Language Learner (ELL) instructional strategies, in uses of technology for the classroom, and in use of technology with teacher online collaboration.
- 1C. Textbook purchases equaled a 1:1 ratio and computer/chromebook purchases averaged a 1:4 ratio. This is in addition to the previous inventory already in the classrooms.
- 1D. Approximately 80% of staff received CASAS implementation testing.
- 1E. The Student Support Services office maintains contact with housing agencies and landlords.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

<p>PLANNED</p> <p>Hire, train, place, and evaluate highly qualified teachers</p>	<p>ACTUAL</p> <p>11 days of Professional development provided and 100% of teachers received CCSS training</p> <p>10 highly qualified teachers were hired</p> <p>50% of teachers were formally evaluated due to turn-over in EPIC staffing management in Kern County</p>
<p>BUDGETED</p> <p>\$284,734 Gen Fund – Unrestricted Budget Code – 1000,3000</p>	<p>ESTIMATED ACTUAL</p> <p>\$284,734 Gen Fund – Unrestricted Budget Code – 1000,3000</p>

Action **2**

Actions/Services

<p>PLANNED</p> <p>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</p>	<p>ACTUAL</p> <p>All areas identified in Action Step 2 were planned and implemented with the exception of Project-Based Learning. The main focus of all trainings was implementation of state standards, instructional strategies for ELLs, and the use of technology.</p>
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Expenditures

BUDGETED
 \$13,086
 Gen Fund – Unrestricted
 Budget Code – 4000,5000

ESTIMATED ACTUAL
 \$13,086
 Gen Fund – Unrestricted
 Budget Code – 4000,5000

Action

3

Actions/Services

PLANNED
 Procure standards-aligned materials and participate in yearly updating process for additional student enrollment

ACTUAL
 Aside from full implementation of Cyber High, textbooks and curriculum for Spanish I and II were purchased. The process for adoption of new standards aligned materials was initiated. During teacher and staff meetings, teachers identified the priority for adoption as curriculum for English Language Learners. Research for this priority has been undertaken. To increase student enrollment, two full-time student recruiters were hired.

Expenditures

BUDGETED
 \$7,114
 Gen Fund – Unrestricted
 Budget Code – 4000,5000

ESTIMATED ACTUAL
 \$16,474
 Gen Fund – Unrestricted
 Budget Code – 2000,3000,4000,5000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

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

The actions and services were implemented as described. EPIC was unable to formally adopt, purchase and implement curriculum specifically targeting our ELLs although the process was started with teacher participation in data assessment to identify the greatest needs in this area. This was noted on the title page.

The actions and services were effective as implemented in the following areas: the 87% increase in graduated student numbers, the provision of ongoing professional development in the Common Core State Standards, instructional strategies for ELLs, and the use of technology.

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

Although students who are both English Learners and under the age of 22 have been tested using the CELDT (California Test of English Language Development) due to the low numbers of these students, reclassification data is not available from the CDE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1. FIELD purchased the technology to increase the ratio to 1:4 laptops. Document cameras and projectors were purchased for every classroom.
2. FIELD purchased new textbooks and materials for Spanish I and II.
3. FIELD renewed the purchase contract with Cyber High for access to online learning
4. FIELD offered 11 CCSS professional development days.
5. FIELD purchase new SIS for student data.

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

As a result of the analysis of CASAS data, this goal will be modified in the 2017-18 school year to specify interventions for Beginning and Intermediate level English Language Development.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal #2 - Create and implement performance and achievement goals for pupils

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL 1, 2, 6 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 2A. 82% of students will achieve an average of one grade level equivalency growth in English Language Arts or math annually
- 2B. Deliver minimum of 25 courses in 7 growth areas
- 2C. Enroll 10% of EPIC students in Career Technical Education
- 2D. 60% of ESL students will increase one performance level on the CASAS assessment.

ACTUAL

- 2A. EPIC is unable to provide this one grade level growth comparison data due to 1) high numbers of students who were enrolled for less than a complete school year, 2) students who did not complete the post-test, and 3) insufficient grade level data for the school year is available with which to compare growth. Thus, accurate grade level paired score comparisons are difficult to obtain using the CASAS assessment.
- According to CASAS program managers, the more accurate measure of learning gains is growth in Educational Functional Levels (EFL) as scaled scores linked to basic skills competency and provide more information than grade level equivalence. As soon as this data is available this section will be revised.
- 2B. This outcome was achieved. With the implementation of the Cyber High online courses of study from the Fresno County Office of Education, the number of courses offered increased to 51.
- 2C. Actual enrollment in the EPIC vocational education program, including students in KSACC for the 16-17 school year was 45%.
- 2D. From the available data on the CDE website, the percentage of

students who completed one performance level in Reading averaged 45.5% total, and in math the number was 71.8%. At the first semester these numbers were lower, but not every student was post-tested. All the data from the end of the 2016-17 school year will be analyzed at the end of June, 2017.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis

ACTUAL
 One additional testing session was added in the Spring to capture all the students missed at the semester. Data analysis reports were provided to teachers only at the end of the first semester, not quarterly.

BUDGETED

\$110,572

\$31,557 – Supplemental/Concentration

\$79,015 – Gen Fund unrestricted

Budget code – 2000, 3000,5000

ESTIMATED ACTUAL

\$90,669

\$25,875 – Supplemental/Concentration

\$64,792 – Gen Fund unrestricted

Budget code – 2000, 3000,5000

Expenditures

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services

PLANNED
 Deliver broad range of courses using CCSS in 7 growth areas including English Language Development, vocational education, online learning, and college preparatory classes

ACTUAL
 Courses were taught using the CCSS after EPIC teachers received 11 days of professional development in how to align their textbooks and course outlines with the CCSS. 48% of the courses offered through Cyber High are approved as College Preparatory and meet the a-g requirements of the

	<p>University of California. The college preparatory classes offered through Cyber High online learning are written to the CCSS. The Career Exploration class is required of all vocational education students. Cyber High also provides credit recovery classes, remediation and targeted intervention classes.</p>
<p>BUDGETED \$835,287 Gen Fund unrestricted Budget code – 1000, 3000</p>	<p>ESTIMATED ACTUAL \$835,287 Gen Fund unrestricted Budget code – 1000, 3000</p>

Expenditures

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

<p>PLANNED</p> <p>Enroll EPIC students in High School diploma credit recovery courses, vocational educational, and Community College, and ESL classes (based on CASAS appraisal)</p>	<p>ACTUAL</p> <p>100% of EPIC students are enrolled in high school diploma credit recovery based on previous high school coursework and level of proficiency based on the CASAS assessment and a PPS credentialled counselor review of transcripts. 45% of EPIC students were enrolled in a vocational education program that allows them to work while earning high school credit. The Career to College pathway was not fully developed and is in progress. The ESL to ELD to ELA pathway was not fully developed and is in process.</p>
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Actions/Services

<p>BUDGETED \$204,339 \$58,319 – Supplemental/Concentration \$146,020 – Gen Fund unrestricted Budget code – 1,000 2000, 3000,5000</p>	<p>ESTIMATED ACTUAL \$204,339 \$58,319 – Supplemental/Concentration \$146,020 – Gen Fund unrestricted Budget code – 1,000 2000, 3000,5000</p>
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Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

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

Most of the actions and services were implemented except for developing the College and Career pathways and ESL to ELA pathway. EPIC needs to refine the process for student placement in appropriate classes by using the CASAS assessment more effectively. Exit surveys will provide numbers of students transitioning to a Community College, to work, or to the military.

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

The number of students who met all the graduation requirements in 2016-17 was increased by 72% as compared to 2015-16, with growth from 121 to 206 total graduates. EPIC needs to invest in professional development for data analysis to inform instruction. Because of the need to invest time and resources dedicated to instituting the new Student Information System, training staff, and troubleshooting, professional development and implementing the Nevada County MOU requirements, the College and Career pathways did not receive the attention needed. EPIC is in the process of creating three focused school to work pathways.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Credit Recovery Courses
CASAS testing
Range of Common Core growth areas
ELA
Online learning
Hired a PPS counselor

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

As a result of this analysis, EPIC will change this goal to add the following.

1. A clearly defined school to career pathway.
2. A clearly defined ESL to English language proficiency pathway.
3. More training in data analysis to inform instruction.
4. Undergo the accreditation process through the Western Association of Schools and Colleges (WASC) in the 2017-18 school year.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal #3 – Promote student and community involvement through EPIC's service program

(NOTE: EPIC students are ages 18 and older thus the state priority of Parental Involvement is not applicable. Goals are set on the basis of student and community involvement.)

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X	3	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	X	7	X	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10									
LOCAL				5, 8									

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 3A. Annual Adult Student Committee (ASC) meetings
- 3B. Annual ASC survey
- 3C. Monthly Average Daily Attendance (ADA) report analyzed
- 3D. Annual Suspension and Expulsion Analysis with no more than 4% of students suspended or expelled annually
- 3E. 20% of enrollees will receive a high school diploma

ACTUAL

- 3A. Meetings held at 4/12 school sites, 25%
- 3B. Annual surveys administered to staff, students, stakeholders
- 3C. Student Support Service office provided monthly ADA reports analyses to Nevada County and EPIC administration
- 3D. <1% suspension rate as students are of adult age and attend EPIC by choice.
- 3E. 58% of student enrollees received a high school diploma.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
Outreach to students and community to form Adult Student Committees (ASC) at each Learning Center

ACTUAL
25% of the learning centers formed Adult Student Committees and held periodic meetings.
All students were involved in the Cesar Chavez Service Day.

Expenditures

BUDGETED
\$29,793
Supplemental/Concentration
Budget Code – 2000,3000,5000

ESTIMATED ACTUAL
\$37,241
Supplemental/Concentration
Budget Code – 2000,3000,5000

Action 2

Actions/Services

PLANNED
Conduct annual surveys with students and ASC members to measure pupil engagement and school climate

ACTUAL
Of 127 EPIC students surveyed, 90.5% had a positive or very positive response to questions related to conditions of learning and school climate.

Expenditures

BUDGETED
\$1,100
General Fund – Unrestricted
Budget Code – 4000

ESTIMATED ACTUAL
\$1,400
General Fund – Unrestricted
Budget Code – 4000

Action 3

Actions/Services

PLANNED
Measure and analyze graduation credit tracking, average daily attendance (ADA), suspension, and expulsion rates monthly

ACTUAL
With the purchase and implementation of the new student information system Aeries, EPIC has been able to track, measure and analyze the average daily attendance weekly and monthly.
Graduation credit tracking occurred at a minimum quarterly, and also daily at varied sites made available with hiring of the new Pupil Personnel Services credentialed counselor.

Expenditures

BUDGETED
\$43,706
General Fund – Unrestricted
Budget Code – 2000,3000,5000

ESTIMATED ACTUAL
\$54,633
General Fund – Unrestricted
Budget Code – 2000,3000,5000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

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

Cesar Chavez Community Service Day was added to the school calendar and implemented in each learning center. Students reached out to local social service centers to assist with nonprofit events such as the newly formed Cesar Chavez Breakfast fundraiser for FIELD. Meetings were held in the learning centers outside of school hours to solicit ideas and volunteer to organize events.

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

Student and stakeholder surveys showed that student needs were being provided Monthly ADA analysis showed that although enrollment increased, ADA showed an increase from 50% at mid-year to 60% of enrollees at the end of the school year. Graduation rates of enrolled adult students increased from 38% in 2015-16 to 58% in 2016-17, an increase of 71% in actual numbers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Adult Student Committees
Annual Surveys
SIS analyses
Hired PPS counselor

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

The implementation of Cesar Chavez Day was successful. EPIC will work to continue building positive student-instructor relationships that contribute to the positive school climate that has been established as evidenced by student satisfaction surveys. In addition, attending to student specific academic and curricular needs EPIC has been able to increase the number of students who met all graduation requirements from 38% to 61% in one year. There have been <1% suspensions and 0 expulsions.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

- FIELD Board of Directors (BOD) review, recommendations, and approves the LCAP
- Staff, Student and Stakeholder Surveys conducted June 2017
- CASAS semester results and CDE State Priorities provided to FIELD BOD in February 2017.
- Quarterly BOD 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
- Management and staff analysis and strategic planning meetings
- Public Hearing for LCAP –June 24, 2017
- Adoption of LCAP by June 30, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

- The expressed needs and concerns of stakeholders are reflected
- Stakeholders of the LEA considered the 'Conditions of Learning,' 'Pupil Outcomes,' and 'Student Engagement' along with the LCFF Evaluation Rubrics
- Data results from CASAS testing and CDE State priorities used to inform instructional practices priorities
- Data collected from Staff and Student Surveys impacted goals
- Data collected regarding employment opportunities and trainings
- Information gathered and teacher informal surveys identified areas of professional development for EPIC faculty
- Information gathered from student, teacher and stakeholder surveys, and administrative strategic planning informed the funding priorities to be included in the LCAP

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 1

Conditions of Learning – Higher Proficiency in English Language Arts with a focus on English Language Development

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

STATE X 1 X 2 3 4 5 6 7 8
COE 9 10

LOCAL Proficiency for English Language Learners

85% of EPIC student enroll as English Language Learners

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Percentage of students who complete one Educational Functioning Level on the CASAS test.

The Fall semester 16-17 results were at the following average baseline levels.
Beginning Literacy – 21.4%
Beginning Basic – 33.3%
Intermediate Low – 31.7%
Intermediate High – 5%
Adult Secondary Low – N/A
Adult Secondary High – 54.2%

All students will increase their baseline Reading scores as measured by CASAS by 5 percent of the baseline score.

All students will increase their baseline Reading scores as measured by CASAS by 5 percent of the new baseline score.

All students will increase their baseline Reading scores as measured by CASAS by 5 percent of the new baseline score.

<p>Percentage of teachers who are highly qualified, trained, appropriately placed, and formally evaluated</p>	<p>75% of EPIC teachers are currently highly qualified</p> <p>50% of teachers were evaluated in the 16-17 school year</p>	<p>50% of teachers highly qualified</p> <p>30 % of teachers formally evaluated.</p> <p>100% of new teachers formally evaluated</p>	<p>60% of teachers highly qualified</p> <p>50% of all teachers formally evaluated</p> <p>100% of new teachers formally evaluated</p>	<p>75% of teachers highly qualified</p> <p>50% of all teachers formally evaluated</p> <p>100% of new teachers formally evaluated</p>
<p>Number of days used to design and deliver professional development in the areas of Common Corp State Standards, College and Career Readiness Standards, Classroom Management, and English Language Development instructional strategies, and CASAS implementation for new and returning staff</p>	<p>100% of new and returning teachers received training, but in 17% of the learning centers, teacher turnover precluded the timely provision of updated training to the new teachers hired</p>	<p>100% of new and returning teachers will receive training</p>	<p>100% of new and returning teachers will receive training</p>	<p>100% of new and returning teachers will receive training</p>
<p>Total number of standards-aligned materials adopted and purchased</p>	<p>Purchased Spanish I, II materials, Implemented Cyber High</p>	<p>ELA/ELD adoption</p>	<p>Math adoption</p>	<p>Social Studies adoption</p>

<p>Number of specific interventions for Beginning and Intermediate level English and math students as identified by the CASAS Reading assessment.</p>	<p>Intermediate High Level CASAS Math score at 9.5% Intermediate High Level CASAS Reading score at 9.5%</p> <p>No current defined research based ESL to ELD to ELA pathway that specifies interventions in place.</p>	<p>Increase scores as follows Math 15% Reading 10%</p> <p>ESL to English proficiency pathway defined and piloted in one region</p>	<p>Increase scores as follows Math 20% Reading 15%</p> <p>ESL to English proficiency pathway implemented in all regions</p>	<p>Increase scores as follows Math 25% Reading 20%</p> <p>ESL to English proficiency pathway implemented in all regions</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Procure and provide standards aligned materials to teachers for ESL/ELD/ELA	Continue as noted with modification on the adoption, procurement and provision of math textbooks and materials based on the CCSS, and the CCRS	Continue as noted with modification on the adoption, procurement and provision of social science textbooks and materials based on the CCSS, and the CCRS

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$87,450	Amount \$88,600	Amount \$85,357
Source Supplemental/Concentration grant	Source Supplemental/Concentration grant	Source Supplemental/Concentration grant
Budget Reference Obj. code 1000,300,5600	Budget Reference Obj. code 1000,300,5600	Budget Reference Obj. code 1000,300,5600

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide professional development to teachers in EL instructional strategies, Common Core State Standards, College and Career Readiness Standards, and adopted curriculum

2018-19

New Modified Unchanged

Provide professional development to new teachers in EL instructional strategies, CCSS, CCRS, and adopted curriculum, and update veteran teacher training

2019-20

New Modified Unchanged

Provide professional development to teachers in EL instructional strategies, CCSS, CCRS, and adopted curriculum, and update veteran teacher training

BUDGETED EXPENDITURES

2017-18

Amount **\$13,950**

Source **Gen Fund-unrestricted**

2018-19

Amount **\$14,650**

Source **Gen Fund-unrestricted**

2019-20

Amount **\$15,380**

Source **Gen Fund-unrestricted**

Budget
Reference

Obj. Code 5200,5800

Budget
Reference

Obj. Code 5200,5800

Budget
Reference

Obj. Code 5200,5800

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Hire qualified teachers and restructure the teaching schedules to provide an emphasis on English Language Development

2018-19

New Modified Unchanged

Continue with hiring highly qualified teachers, and structuring the classroom teaching schedule to emphasize ELD skills for the 85% of EPIC students who are English learners

2019-20

New Modified Unchanged

Continue with hiring highly qualified teachers, and structuring the classroom schedule to emphasize ELD skills for the 85% of EPIC students who are English learners and correlate those language skills with the math courses

BUDGETED EXPENDITURES

2017-18

Amount \$996,830

Source Gen Fund-unrestricted

2018-19

Amount \$1,026,735

Source Gen Fund-unrestricted

2019-20

Amount \$1,57,537

Source Gen Fund-unrestricted

Budget
Reference

Obj. Code 1000, 3000

Budget
Reference

Obj. Code 1000, 3000

Budget
Reference

Obj. Code 1000, 3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

X Modified

Unchanged

Goal 2

Goal #2 - Analyze and implement performance and achievement goals for pupils

State and/or Local Priorities Addressed by this goal:

STATE 1 X 2 3 X 4 5 6 X 7 X 8
 COE 9 10
 LOCAL __5, _____

Identified Need

As a result of survey analysis and strategic planning, EPIC will change this goal to add the following.

1. A clearly defined school to career pathway.
2. A clearly defined ESL to English language proficiency pathway.
3. More training in data analysis to inform instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis	50% of sites data analysis 100% conducted testing, but only 40% tested at med-term.	Professional Development for data analysis	Continued	Continued
Number of students accessing courses	51 courses offered. Teachers in 10/12 learning	10% growth in student use of Cyber High	15% growth in student use of Cyber High	20% growth in student use of Cyber High

<p>using the CCSS including English Language Development, vocational education, online learning, and college preparatory classes</p>	<p>centers assigned students to take courses in Cyber High. 48% classes available in Cyber High are college preparatory and meet a-g requirements Career Exploration is taken through Cyber High at each school site. There is one .5 FTE Voc Ed teacher in the Southern region</p>	<p>100% training for teachers in Cyber High college course offerings Hire 1 FTE for Voc Ed for 1 additional region</p>	<p>100% training for teachers in Cyber High college course offerings Hire additional .5 FTE for Voc Ed</p>	<p>100% training for teachers in Cyber High college course offerings Hire additional .5 FTE for Voc Ed</p>
<p>Number of EPIC students in High School vocational education, Community College, and ESL classes (based on CASAS appraisal)</p>	<p>Community College enrollments at <1% Vocational Education enrollments at 45%, No specific Career Pathway identified 22% of students in ESL classes indicated interest in an EPIC ESL-ELD-ELA pathway</p>	<p>Post EPIC high school enrollment in a community college will increase by 5% 40% of EPIC students will enroll in a pathway of choice. 25% of students in ESL classes will enroll in EPIC English proficiency pathway.</p>	<p>Post EPIC high school enrollment in a community college will increase by 10% 45% of EPIC students will enroll in a pathway of choice. 27% of students in ESL classes will enroll in EPIC English proficiency pathway.</p>	<p>Post EPIC high school enrollment in a community college will increase by 15% 50% of EPIC students will enroll in a pathway of choice. 30% of students in ESL classes will enroll in EPIC English proficiency pathway.</p>
<p>Adequate technology purchased to enable online standardized E-testing</p>	<p>Ratio of students to chromebooks is 1:4 with 5 new chromebooks in each learning center 60 % of aging desktop computers need to be replaced within one to three years.</p>	<p>1:3 ratio of students to chromebooks and other similar technological devices that can be accessed for educational purposes</p>	<p>1:2 ratio of students to chromebooks and other similar technological devices that can be accessed for educational purposes</p>	<p>1:1 ratio of students to chromebooks and other similar technological devices that can be accessed for educational purposes</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis

2018-19

New Modified Unchanged

CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis

2019-20

New Modified Unchanged

CASAS testing conducted each semester (Pre-test, mid-term, and post-test) with quarterly data analysis

BUDGETED EXPENDITURES

2017-18

Amount \$6,000

Source WIOA Title II Grant & Gen. fund unrestricted

Budget Reference

Obj. Code 4300,5900

2018-19

Amount \$6,500

Source WIOA Title II Grant & Gen. fund unrestricted

Budget Reference

Obj. Code 4300,5900

2019-20

Amount \$7,000

Source WIOA Title II Grant & Gen. fund unrestricted

Budget Reference

Obj. Code 4300,5900

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase number of students accessing courses using the CCSS including English Language Development, vocational education, online learning, and college preparatory classes		
Continued		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$267,624	Amount \$278,845	Amount \$282,840
Source Gen fund –unrestricted	Source Gen fund –unrestricted	Source Gen fund –unrestricted
Budget Reference Obj. code 1100,3000,5800	Budget Reference Obj. code 1100,3000,5800	Budget Reference Obj. code 1100,3000,5800

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase number of EPIC students in High School vocational education, Community College, and ESL classes (based on CASAS appraisal)	Continued	Continued

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$123,728	\$127,440	\$132,357
Source	Source	Source
WIOA Title II Grant & Gen fund – unrestricted	WIOA Title II Grant & Gen fund – unrestricted	WIOA Title II Grant & Gen fund – unrestricted

Budget
Reference

Obj. code 1200, 2400, 3000

Budget
Reference

Obj. code 1200, 2400, 3000

Budget
Reference

Obj. code 1200, 2400, 3000

Action 4

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

Students to be Served X All Students with Disabilities [Specific Student Group(s)] _____

Location(s) X All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served X English Learners Foster Youth X Low Income

Scope of Services X LEA-wide School-wide OR Limited to Unduplicated Student Group(s)

Location(s) X All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New X Modified Unchanged

Adequate technology purchased to enable online standardized E-testing

2018-19

New Modified X Unchanged

Continued

2019-20

New Modified X Unchanged

Continued

BUDGETED EXPENDITURES

2017-18

Amount \$30,880

Source Gen fund – unrestricted

Budget Reference Obj. Code – 4300,5800

2018-19

Amount \$32,000

Source Gen fund – unrestricted

Budget Reference Obj. Code – 4300,5800

2019-20

Amount \$33,000

Source Gen fund – unrestricted

Budget Reference Obj. Code – 4300,5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

X New

Modified

Unchanged

Goal 3

Goal #3 – Student Outcomes – Achieve WASC accreditation by the end of 2016-17.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 5 6 7 X 8
 COE 9 10
 LOCAL _____

Identified Need

In order to better prepare students for admission to post high school continuing education options, EPIC has a need to undergo the accreditation process through the Western Association of Schools and Colleges (WASC) in the 2017-18 school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Accreditation Earned	No current accreditation	Conduct Surveys Conduct stakeholder meetings Travel and lodging Invite WASC visiting team Documents/Evidence preparation	Not applicable unless recommended by WASC	Not applicable unless recommended by WASC

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Conduct Surveys Conduct stakeholder meetings Documents/Evidence preparation	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Continue if recommended by WASC	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Continue if recommended by WASC

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$114,194 Source: Gen fund – unrestricted Budget Reference: Obj. code 1000,2000,3000	Amount: \$0 Source:	Amount: \$0 Source:

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New Modified Unchanged

New Modified N/A Unchanged

New Modified N/A Unchanged

Invite WASC visiting team and provide travel and room and board

Only applies after accreditation visit results received

Only applies if a one year revisit is scheduled

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$4,000

Amount \$0

Amount \$0

Source Gen fund – unrestricted

Source

Source

Budget Reference

Obj. Code 5200

Budget Reference

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

X New

Modified

Unchanged

Goal 4

#4 – Transition to an interdependent financial management system to support student learning and attendance.

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

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

[Identified Need](#)

During administrative end of year strategic planning, the need for an interdependent financial management system between corporate, departments, regions, and local sites was identified

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Attendance rates of enrolled students	50% attendance rate of adults in EPIC program	Need to increase to 60% attendance rates positively affecting ADA	Need to increase to 70% attendance rates positively affecting ADA	Need to increase to 80% attendance rates positively affecting ADA
Number of approved regional and departmental budgets	There are no approved budgets	1 approved budget for a region, 1 Educational services department budget managed by the department	1 approved budget for 3 regions, and the Educational services department budget managed by the department	1 approved budget for 3+ regions, with three department budgets managed by the selected departments
Time required from requisition to acquisition and implementation of educational materials	From 4 – 12 month delays	Daily supplies – 1 month Classroom Equipment received within 1-3 months Textbooks, curriculum, supplemental materials	Daily supplies – <1 month Classroom Equipment received within 1-3 months Textbooks, curriculum, supplemental materials	Daily supplies – <1 month Classroom Equipment received within 1-3 months Textbooks, curriculum, supplemental materials

		received within 1 to 3 months	received within 1 to 3 months	received within 1 to 3 months
Number of regional and departmental manager budget trainings	None held	Held 2 times per year	Held quarterly	Held quarterly
Departmental, local and regional procurement process developed and implemented	No current local/regional/departmental procurement process for the learning centers and regions	Research a revised procurement process that can be managed at the regional levels. Pilot in one region	Implement procurement process at the three regions and at one departmental level.	Implement procurement process at the local and regional levels in addition to departmental

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

Students to be Served X All Students with Disabilities [Specific Student Group(s)] _____

Location(s) X All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served X English Learners Foster Youth X Low Income

Scope of Services X LEA-wide School-wide OR Limited to Unduplicated Student Group(s)

Location(s) X All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New Modified Unchanged

New X Modified Unchanged

New X Modified Unchanged

Training for managers in new financial program software

Analysis, management and further updates on the programs software.

Analysis, management and further updates on the programs software.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$27,006

Amount \$27,820

Amount \$28,650

Source Gen Fund – unrestricted

Source Gen Fund – unrestricted

Source Gen Fund – unrestricted

Budget Reference Obj. code – 2300,4300,2500

Budget Reference Obj. code – 2300,4300,2500

Budget Reference Obj. code – 2300,4300,2500

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$562,918

Percentage to Increase or Improve Services:

26.18 %

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

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

For the low-income pupils enrolled in EPIC de Cesar Chavez Charter High School, certificated staff will provide direct instruction and implement a teacher coaching model for training and assistance. For the English Learners, teachers will utilize English language acquisition strategies provided through a series of professional development sessions. Appropriate levels of curriculum and intervention strategies will be provided to those students who do not make adequate progress based on student assessment results. These services and actions are the most effective use of funds to support unduplicated pupils.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?