

Local Educational Agency (LEA) Name: EPIC De Cesar Chavez

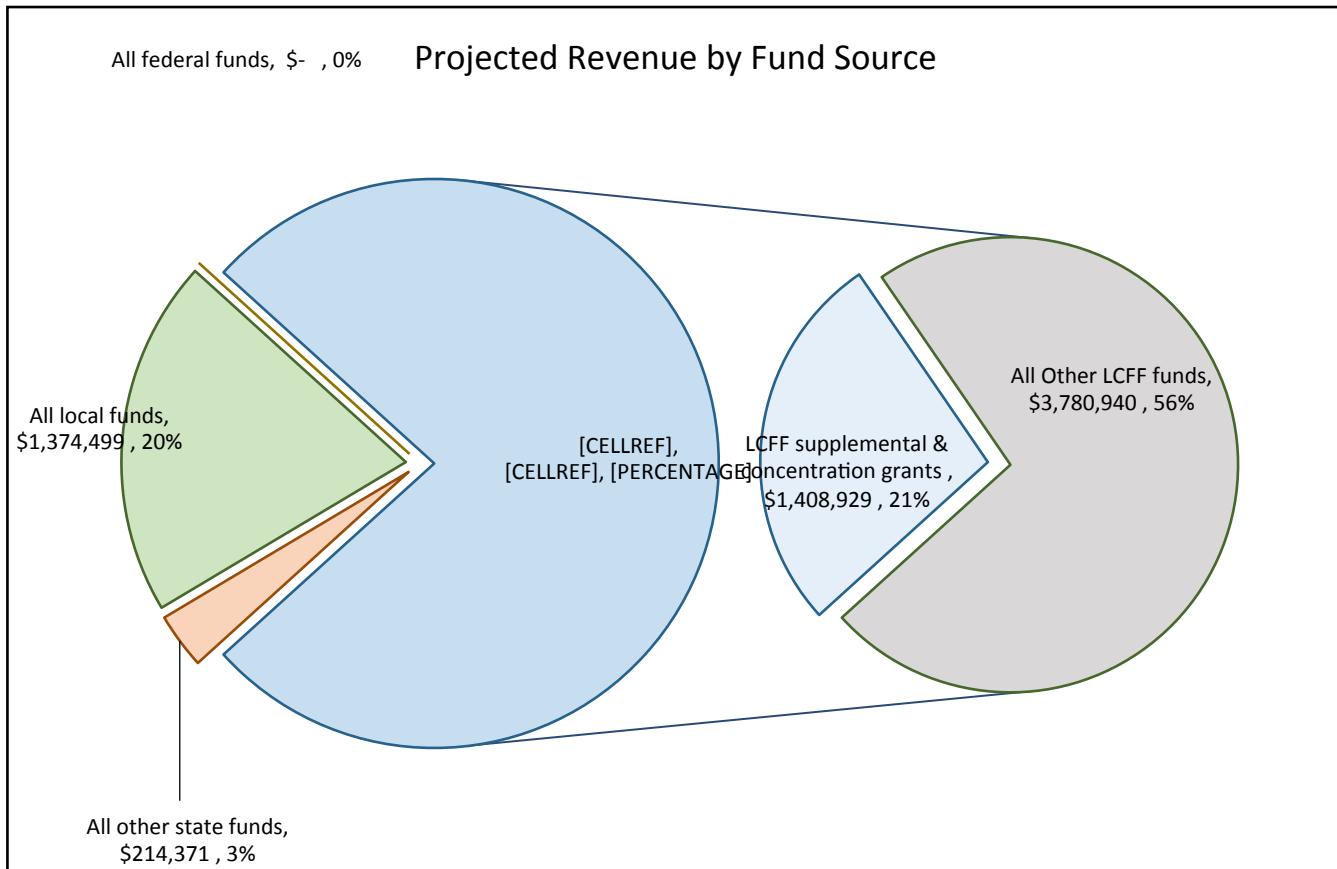
CDS Code: 29 10298 0130823

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Delilah Martinez

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

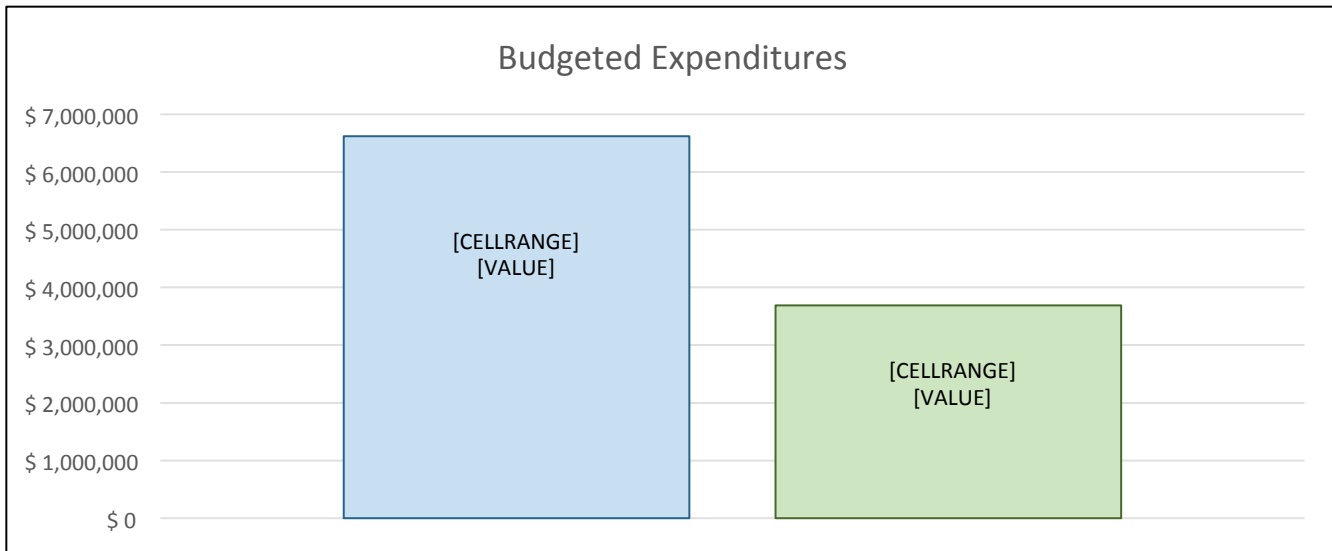


This chart shows the total general purpose revenue EPIC De Cesar Chavez expects to receive in the coming year from all sources.

The total revenue projected for EPIC De Cesar Chavez is \$6,778,739.00, of which \$5,189,869.00 is Local Control Funding Formula (LCFF), \$214,371.00 is other state funds, \$1,374,499.00 is local funds, and \$0.00 is federal funds. Of the \$5,189,869.00 in LCFF Funds, \$1,408,929.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much EPIC De Cesar Chavez plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

EPIC De Cesar Chavez plans to spend \$6,620,458.00 for the 2019-20 school year. Of that amount, \$3,690,613.00 is tied to actions/services in the LCAP and \$2,929,845.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

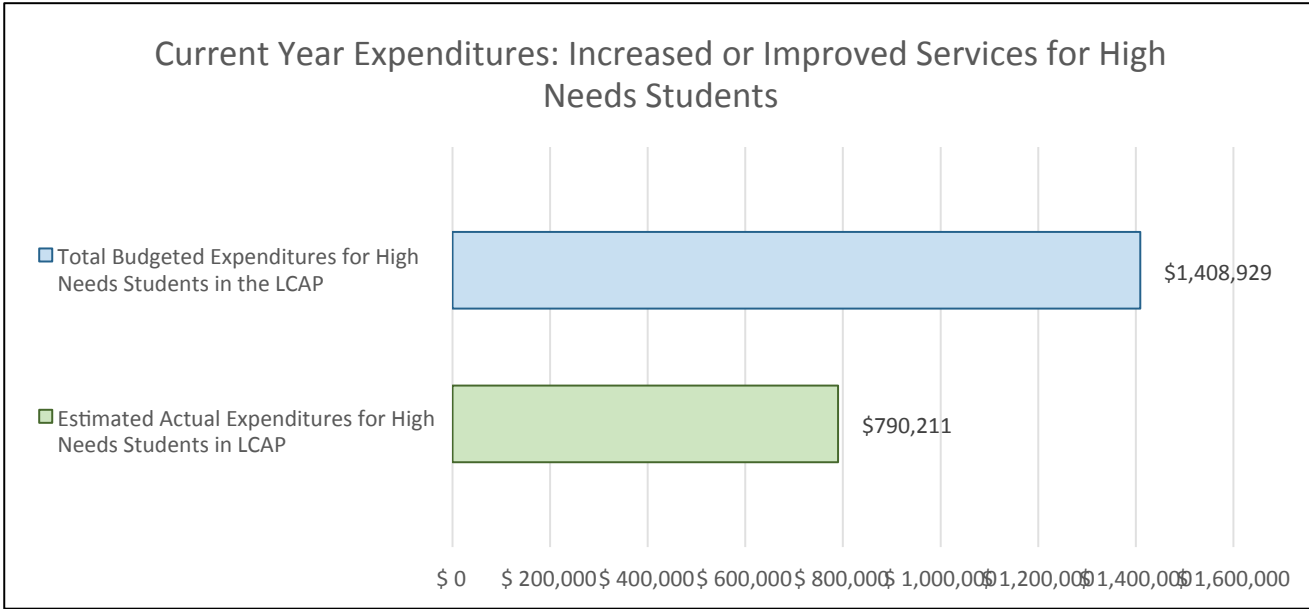
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, EPIC De Cesar Chavez is projecting it will receive \$1,408,929.00 based on the enrollment of foster youth, English learner, and low-income students. EPIC De Cesar Chavez must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, EPIC De Cesar Chavez plans to spend \$790,211.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The requirement will be met by meeting the goals set in the 2019-20 LCAP. This includes: hiring instructional

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what EPIC De Cesar Chavez budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what EPIC De Cesar Chavez estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2019-20, EPIC De Cesar Chavez's LCAP budgeted \$1,408,929.00 for planned actions to increase or improve services for high needs students. EPIC De Cesar Chavez estimates that it will actually spend \$790,211.00 for actions to increase or improve services for high needs students in 2019-20. The difference between the budgeted and actual expenditures of \$618,718.00 had the following impact on EPIC De Cesar Chavez's ability to increase or improve services for high needs students:

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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
EPIC de Cesar Chavez	Delilah Martinez Executive Director	dmartinez@fieldinstitute.org 661-823-8826

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

EPIC de Cesar Chavez high school is an alternative charter high school authorized through the Nevada County Office of Education that currently serves on average between 400 and 600 students in 17 learning centers located in the rural and underserved communities in eight California counties. Enrollment varies seasonally in part due to the majority of students who are rural adults who work in agriculture. EPIC's academic program is focused on remediation, basic skill development, and credit recovery leading to a high school diploma for students over the age of 18.

EPIC enrolls students who have not completed a high school diploma into grade 12. 100% of the students are 18 years of age or older. The majority of the student population is made up of students who identify as Hispanic – 91.2%, Black – 3.2%, White (non-Hispanic) – 2.7%, Asian (non-Hispanic) – 1.5%. Any other state identified subgroups [EC Section 2052(a)(2)(3)], including other ethnic groups and students with disabilities, are not numerically significant. As of May 2019, there were 71% females and 29% males enrolled for a total of 590 enrolled students. 87% of the enrolled students qualify as either English Learner and/or Low Income.

EPIC is the high school program of the non-profit organization Farmworker Institute for Education and Leadership Development. FIELD's mission is "to empower the underserved to become self-sufficient". 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, the College and Career Readiness Standards, and assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized tests for adult learners.

In addition to the charter high school program, FIELD provides classes for English as a Second Language and a state of California certified youth conservation corps. The most notable addition to the programs offered by FIELD through EPIC are the Career Technical Pathways that have been under development in the 2018-19 school year. These include Agricultural Operations, Environment

and Soil Conservation, Alternative Wind and Solar Energy, Early Childhood Education, and Entrepreneurship with Shared Ownership.

LCAP Highlights

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

Key Features for the 2019-20 LCAP are:

- 1) continued emphasis on supporting English Learners and low socio-economic students academically, and for retention and attendance;
- 2) continued development of the Career Technical Education Program for students;
- 3) continued focus on teacher professional development, and by providing coaches in instructional strategies for English Learners;
- 4) academic, personal, and college career support for all students by having counselors in all regions;
- 5) and continued transition to a regional management model.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, EPIC is most proud of the outcomes of a number of those indicators.

A notable achievement in the 2018-19 school year was the expansion from 13 to 17 school sites in areas of the state that were identified as having a population of underserved students who are both English Learners and low socio-economically impacted. Those new sites also underwent the review process and were also granted accreditation by the Western Association of Schools and Colleges (WASC). By this expansion, EPIC was able to reach approximately 200 more students who are in need of a high school diploma and of learning the English language in order to function effectively as the workforce of the future. In addition, the receipt of a Career Technical Education grant from the state of California impacted EPIC's low-income students by offering course pathways that will directly lead to career and vocational certifications and improved post high school opportunities.

Implementation of Academic Standards

An alternative standardized testing system, the Comprehensive Adult Student Assessment System (CASAS), is used to quantify pupil progress. Academic achievement is defined as growth of one or more Educational Functioning Level per year measured by the CASAS competencies. Student academic outcomes showed that the total percentage of students who completed one or more

Educational Functioning Levels in the 2017-18 school year surpassed the California state average in every category. The NRS Federal Table 4 reported an average gain in EFL of 70.4%. Federal Table 4 represents all enrolled EPIC students who took a CASAS pre-test (Comprehensive Adult Student Assessment System) whether or not these students took a post-test upon exit. The NRS Federal Table 4B reported gain in EFL was 87.4%. Federal Table 4B represents all enrolled EPIC students who took a CASAS pre-test and a paired post-test, or higher level post-test upon exit from the program. EPIC students outscored the state of California Goal scores and Average scores at all levels measured.

Percentages scored above the state average for California CASAS test results:

Beginning Literacy = +55.2
Beginning Basic = +39.8
Intermediate Low = +51.9
Intermediate High = +25.8
Adult Secondary Low = +29.4
Adult Secondary High = N/A

For the current 2018-19 school year, by June 2019, 77.2% of the EPIC students who had pre and post- test scores had already achieved a gain of one or more Educational Functioning Levels. By this same date and when disaggregated between Reading and math scores, student EFL growth as reported through the TOPSPRO state student information system is 98.4% growth for Reading, and 98% growth for math.

Teachers, Instructional Materials, and Facilities

100% of EPIC's teachers are properly credentialed to teach in our classrooms and all teachers were provided nine days of professional development in English Language Development instructional strategies, teaching in the multi-level classroom, using technology in the classroom, student engagement strategies, and higher order thinking skills and questioning strategies. 81% of the teachers participated in three to nine days of professional development.

A concerted effort was made to purchase textbooks, teacher manuals, and laptops in order to provide every learning center with all the required materials. More than 500 student textbooks, 105 teacher editions and 86 Chromebooks were purchased or donated in the 2018-19 school year. The total ratio of student to electronic device was increased to a 1:2 ratio.

The first Career and Career Day was held system-wide at every school site on May 15, 2019 in collaboration with community businesses, stakeholders, EPIC students and community members.

All facilities in use received a WASC Visiting Committee accreditation visit in either 2017-18, or in 2018-19 to ensure that each facility in use met the standards for accreditation.

Local Climate Survey

The annual student survey results reported that EPIC students are satisfied with their educational experience. 214 enrolled students responded to the annual EPIC Student survey. Of those students, 94.7% stated that EPIC is helping them to reach their goals; 91.2% have a clear idea of what they need to do to earn a diploma; 91.8% said that yes, EPIC meets their time and school location needs; 88.9% have a positive or very positive experience in school; 96.2% are satisfied with the classroom atmosphere; 93.3% said that the school meets their academic expectations; 97.6% said that the teacher's instructional skills met expectations, and 98.6% said that the teachers provided 1:1 help in the classroom.

In the 2017-18 school year, 179 students earned a high school diploma. In the 2018-19 school year, 70 students graduated at the end of the first semester in January 2019 and 167 students completed their graduation requirements by the end of the second semester in June 2019 for a total of 237 graduates in the 2018-19 school year.

Referring to the California School Dashboard, 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?

Greatest Needs

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information informed administration and staff of where to continue to focus the school’s efforts.

Although it appears on the California Dashboard as though no Local Indicators were met, the deadline for updating the Local Indicators on the California Dashboard is what was not met, and consequently EPIC was unable to update those indicators to reflect actual performance. The reality is that they were met and will be addressed in this document.

Absenteeism

The new state of California Dashboard performance indicators do not fully represent the performance of EPIC’s adult students. This is due to several factors such as the age of EPIC students and non-compulsory attendance requirement for adults. In addition, the nature of EPIC students, of whom a majority work in agriculture related jobs, causes inconsistent attendance patterns.

EPIC was approved by the CDE as a DASS school (Dashboard Alternative School Status). This allows the school to report its performance indicators as an alternative school different than those of the California public K-12 educational system. The most accurate performance reports cannot be compared against comprehensive California high schools, but rather as compared to other similar alternative schools that serve the same type of population. For the 2018-19 school year, the percentage of attendance as compared to enrollments by the end of April 2019, was at 68.8%. Per end of year surveys, students reported that the key reasons for lack of consistent attendance were: work schedules - 35.3%, family and childcare needs – 25.8%, and personal problems (including medical) – 13.4%.

Although EPIC recognizes the needs of the students that the school serves, efforts are under way to provide more incentives to students who make an effort to improve their attendance patterns. For example, in order to help address the concerns raised by students, plans are in process to train students in Early Childhood Education as one of the Career Technical Pathways. The goal is to eventually provide childcare at or near the learning centers and thus make it easier for the adult students to attend school on a regular basis and to be able to attend to their family needs.

English Learners

Only 12% of EPIC students are both English Learners and under the age of 22, and thus are the only students who undergo state mandated ELPAC testing. However, 78% of all EPIC students are identified as English Learners. To help meet this need, every classroom teacher will continue to be provided on-going professional development in instructional strategies for English Learners. Also the

new textbook adoption for English Language Development is being distributed to all classroom sites, and teacher training in the use of this new multi-level English proficiency curriculum has been provided.

Pupil Persistence/Retention

From an enrollment high of 561 in March 2019, these numbers vary by month up to the last month of school. This is due in part to students who work seasonally in agriculture, and those who complete all their required classes to graduate and who stop attending at that time. The lowest Persister Rate reported on the NRS Federal Tables for 2017-18 occurred at the Beginning Literacy level. This level was -1.8% under the state average. Although the difference is not a significant number, the focus will continue to be to provide the necessary academic supports for those beginning students who often enroll in school with only a very limited education from their home countries.

In a comparison of the total numbers of enrolled students with the percentage of average daily attendance, the ten-month year average for 2018-19 was a 70.8% attendance rate. This is slightly better than the 67% reported on the California schools Dashboard for the 2016-17 school year, but still indicates a need to improve attendance rates.

Intermediate High Students

Although EPIC students out-scored the average score and goal score for the state of California in all levels of functioning, the lowest of the percentage increases was at the Intermediate High level with a gain of +15.3 over the state average. It is interesting to note that the previous year's results showed the lowest level to be the Intermediate Low level. One year later it is the Intermediate High student with the lowest gains. Although this indicates growth of at least one level for this group, this also indicates a need to strengthen instruction for this level of student.

Referring to the California School Dashboard, 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

EPIC student performance is measured by the Comprehensive Adult Student Assessment Systems (CASAS) exam. At the end of the 2017-18 school year the number of students who improved by one or more Educational Functioning Levels as measured by pre and post testing was 86%. This applies to all student groups enrolled in EPIC of which the vast majority are low socioeconomic and of Hispanic ethnicity.

By *January of the 2018-19 school year*, 77.2% of the EPIC students who had pre and post-test scores had achieved a gain of one or more Educational Functioning Levels. Though this is higher than the LCAP goal of 60% set for the school year, it is still lower than the 86% from the previous year. However, the complete 2018-19 school year results are *still to be determined* after all the CASAS tests taken at the end of the year have been submitted and recorded.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

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 Priorities: Conditions of Learning, Basic Services, State Standards, Pupil Achievement, Pupil Engagement, Course Access Pupil Outcomes

Local Priorities: Pupil Retention, English Language Proficiency

Annual Measurable Outcomes

Expected for 18-19

Actual

All students will increase their baseline Reading scores as measured by CASAS by 5% of the baseline score. (This is a measure of growth in one or more Educational Functional Levels.)

The mid-year CASAS Reading EFL gains average score for 2017-18 was 60.1%, an increase of 14.7% over 2016-17. The mid-year Reading EFL gains average score for 2018-19 was 98.4%, an increase of 38.3% over 2017-18.

50% of teachers highly qualified
30% formally evaluated
100% of new teachers formally evaluated

100% of teachers are appropriately credentialed. Due to teacher turn over only 42% of all were teachers were formally evaluated. Of the new teachers, 73% were formally evaluated. 100% of teachers were informally observed during instruction. The need to rotate 30 day subs in Kern County/Central California increased due to teacher shortage and the need for teachers on permits to enroll in a teacher induction program.

100% of new and returning teachers will receive Professional Development training in CCSS, CCRS, classroom management, ELD instructional strategies, and CASAS implementation

Nine days of professional development in the areas of CCSS, classroom management, and English Learner Instructional strategies were provided to the teachers. 81% of EPIC teachers participated in three, six or all nine days of PD. Two teachers hired

Expected for 18-19

Actual

	<p>after February 4, 2019 did not receive the PD provided to all other teachers. Two other teachers did not participate due to medical reasons.</p>
<p>Total number of standards aligned materials adopted and purchased: ELA and ELD Adoption</p>	<p>Standards aligned materials and 64 new English Language Development student books were procured for all sites. In addition, 508 other new student textbooks were purchased to be disbursed to the learning centers, and 105 new teacher manuals.</p> <p>86 additional Chromebooks were purchased or donated for student use bringing the total student to device ration to 1:2</p> <p>Board approved new course outlines in 2017-18 for communications (English) classes for English as a Second Language, English Language Development, and English Language Arts. Two new introductory CTE courses were approved in 2018-19.</p> <p>Still under development are the math and science courses that need to be revised with the CCRS and the NGSS. EPIC teachers have worked in committees to update these course outlines during PD days.</p>
<p>Number of interventions for beginning and intermediate level English and math students</p> <p>1) Increase CASAS Reading EFL growth scores as follows Math 15% Reading 10%</p> <p>2) ESL to English proficiency pathway defined and piloted in one region</p>	<p>At the semester, an analysis was made of students who needed to be enrolled in an ELD class based on English proficiency level regardless of credits earned. Teachers were directed to ensure that these students were enrolled in a remedial level English class.</p> <p>By the end of the third quarter in 2018-19, the CASAS EFL growth scores in Reading had increased by 38.3%, and the average math EFL growth scores increased by 46.5%. By May 2018, the total average Reading EFL gains for EPIC students was 98.4%, ad math EFL gains was at 98.0%</p> <p>ESL to English proficiency pathway was implemented in</p>

Expected for 18-19

Actual

	<p>collaboration with ESL program instructors and implemented at 13 learning center classes that share a site with ESL classes. New ELD course outlines written and new multi-level ELD textbooks purchased.</p> <p>Teachers received six sessions of professional development in instructional strategies for English Learners.</p>
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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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Procure and provide standards aligned materials to teacher for ESL/ELD/ELA	<p>Textbooks, curriculum guides, standards aligned course outlines provided to all teachers. Standards aligned materials and 64 additional ESL/ELD student books were procured for all sites.</p> <p>In addition, 508 other student textbooks and 105 teacher editions were purchased and disbursed to the learning centers.</p>	\$91,107	<p>\$91,107 Supplemental and Concentration grant Budget code: 1000,3000,5600</p>

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to teachers in English Language Development instructional strategies,	Nine days of professional development were provided to teachers, with two additional on-site in-service days. New	\$14,650	<p>\$19,940 Gen Fund-unrestricted</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Common Core State Standards, College and Career Readiness Standards, and adopted curriculum	ELD curriculum was adopted in February, 2018 and distributed to all teachers. More in depth training was provided in August and October 2018, and in February 2019.		Budget Code: 5200,5800

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire qualified teachers and re-structure the teaching schedules to provide an emphasis on English Language Development.	Staff and teacher study groups were established to re-write course outlines for English language acquisition in 17-18. Standards aligned textbooks and curriculum were approved and purchased in 18-19. All fully credentialed teachers are authorized to teach English Learners. Teacher schedules were adjusted to ensure the daily teaching of ESL and/or ELD. Professional Development in teaching to the English Learner was provided to teachers.	\$1,208,381	\$1,307,000 Gen Fund-unrestricted Object code:1000,3000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire one additional FTE credentialed academic counselor, for half-time positions in both Monterey County and Riverside County.	The half positions for a credentialed academic counselor in Monterey County and Riverside County were not filled.	\$124,999	\$0 Supplement/Concentration Object Code: 1000,3000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire one FTE credentialed instructional coach, for two half-time positions in both Monterey County and Riverside County, and one FTE for Kern County who will assist teachers with instructional strategies for English Learners, CCSS and other academic instruction for a total two FTEs	A half time instructional coach was hired for Monterey County and one for Riverside County. The instructional coach for Kern County was not hired.	\$184,063	\$51,586 Supplement/Concentration Object Code: 1000,3000

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

Analysis

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

Higher Proficiency in English Language Development and English Language Arts: The actions and services were implemented as described. EPIC was able to formally adopt, purchase and implement curriculum specifically targeting the English Learner student population to enable the ESL students to move into the high school as part of the ESL to ELD pathway. Full implementation of the

revised and adopted English language acquisition, development, and arts took place after the start of the second semester, so it will take one more semester to measure the outcomes of the English Language Development curriculum and revised course outlines. However, even with the previous curriculum in use, EPIC students outscored the state of California’s 2017-18 Goal scores and Average scores at all levels measured with a total average gain of 82.5%. When disaggregated by level, and as reported by the National Reporting System Federal Table 4B, the percentage of EPIC students who scored above the state of California goals and averages of increase in one or more Educational Functioning Level is explained on the chart that follows.

The 2018-19 scores are not yet finalized as there are tests still being taken at the end of the school year. However, so far, for the 2018-19 school year, by June 26, 2019, 77.2% of the EPIC students who had pre and post-test scores had achieved a gain of one or more Educational Functioning Levels.

Education Functioning Level Completion Rates 2017-18

			ABE (Adult Basic Education)				ASE (Adult Secondary Education)	
Type	Name	Program Year	Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High	Low	High
California State Goal		2018-2019	55.0%	56.0%	50.0%	37.0%	37.0%	23.0%
California State Goal		2017-2018	53.0%	56.0^%	48.0%	32.0%	36.0%	N/A
California State Average		2017-2018	51.5%	52.7%	49.5%	37.1%	43.9%	39.2%
EPIC Federal Table 4		2017-2018	72.7%	70.5%	73.3%	52.4%	61.1%	92.2%

<i>Average Difference</i>		+21.2%	+17.8%	+23.8%	+15.3%	+17.2%	+53%
EPIC Federal Table 4B	2017-2018	106.7%	92.5%	101.4%	62.9%	73.3%	N/A
<i>Average Difference</i>		+55.2%	+39.8%	+51.9%	+25.8%	+29.4%	N/A
CA Persister Average	2017-2018	70%	65.2%	63.7%	61.3%	59.5%	N/A
FIELD/EPIC Persister Average (includes ESL Program Students)	2017-2018	68.2%	76.1%	72.3%	83.3%	83.3%	N/A
<i>Average Difference</i>		-2%	+10.9%	+8.6%	+22%	+23.8%	N/A

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

1. New ESL and ELD multilevel textbook series, “Ventures” by Cambridge University Press currently in use for FIELD’s ESL classes is planned to roll-out for EPIC in 2019-20. More purchases will be made specifically for EPIC for the ELD and remedial English levels.
2. Technology purchases made or donations received of 86 additional Chromebooks
3. Renewed contract with Cyber High online learning program from the Fresno County Office of Education
4. For the 2018-19 school year, there is an increased Educational Functioning Level average growth score of 98.4% in Reading for the EPIC population that is composed of 85% English Learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One of the material differences that accounts for a difference between what was budgeted and expended is that some of the textbooks purchased were used student textbooks, not new texts. Another reason is simply the increase in the cost of supplies or materials, such as in Action 2.

Goal 1 Action 3 – Due to teacher turn over, first year teachers and substitutes had to be used. The budget was planned for fully credentialed teachers with at least two years of experience.

Goal 1 Action 4 – No qualified credentialed counselor candidates who could work half time and high teacher turnover precluded the hiring of additional counselors.

Goal 1 Action 5 – The half time instructional coach that was hired resigned mid-year due for health reasons and was not replaced.

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.

Goal 1 – Action 1 was modified for 2019-20 to add the procurement of science textbooks. This is necessary in order to update the science course outlines with the New Generation Science Standards.

Goal 1 – Action 2 was modified for 2019-20 to add the New Generation Science Standards to the professional development for teachers and focus more on English Language Development as part of the instruction.

Goal 1 – Action 3 was modified to add an academic language correlation with the math and science curriculum to the English Language Development instruction.

Goal 2

Pupil Achievement: Analyze and implement performance and achievement goals for pupils in clearly defined School to Career Pathways

State Priorities: Conditions of Learning, Pupil Outcomes, Pupil Engagement

Local Priorities: Pupil Retention, Career Technical Education, Teacher Preparation

Annual Measurable Outcomes

Expected 2018-19

Actual

CASAS testing conducted quarterly
Professional Development for CASAS data analysis

100% participation in CASAS testing of all students with quarterly data analysis of the results

Training in CASAS data analysis not fully implemented. Training provided during one day of professional development. Teachers given samples of student reports, and given time to work in groups to read and analyze the reports. All students enrolled and present in the class during the testing window are tested.

Number of students accessing courses: 10% growth in student use of Cyber High

100% training for teachers in Cyber High college course offerings

Hire 1 FTE for Vocational Education for one additional region

One Introduction class to be offered Spring 2018 with 20% of enrolled students completing this Introductory CTE pathways course

401 credits completed in 2016-17 compared to 528 credits completed in 2017-18 totals a 20.8% increase in the use of Cyber High courses. 1343 unit credits completed up to June 26, 2019 is an additional increase of 61% in student use of Cyber High.

100% of teachers who started the school year trained in the use of Cyber High. Teachers added later were trained on site by their supervisors.

One FTE Vocational Education teacher hired in Kern County, and a new one one in Southern California.

Two introductory classes for the CTE pathways were offered in

Expected 2018-19

Actual

Expected 2018-19	Actual
<p>Number of students in Vocational Education, Community College and ESL classes</p> <p>Post high school enrollment in CC increase by 5% 40% of students enroll in pathway of choice</p> <p>Increase percentage of EL students taking English Proficiency pathway courses to 65%</p>	<p>Spring 2019.</p> <p>42% of EPIC students were enrolled in the established vocational education program as of 5/15/19, a decrease of 6% from 6/15/18. The numbers enrolled in an ESL class were not available.</p> <p>98 graduating students completed the Exit Survey. Self-reported results indicate that 58% will continue a post-high school education, and 39% said maybe. Only 3% said they would not. Of those continuing their education, 53% said they would attend a community college for either a vocational certificate (34.7%) or a 2-year degree (25.5%)</p> <p>In the Coastal region, 60 ESL students made the transition from the ESL class to the EPIC program. This is approximately a 100% increase in EPIC enrollment for that region. The North region does not have ESL classes. The South region has one ESL class in a city in which there is no EPIC class at this time. The Kern/Antelope Valley region 20 students transitioned from ESL to EPIC in Tulare which is more than a 100% increase, and 10 in Shafter, approximately a 50% increase.</p> <p>.</p>
<p>Additional 20 Chromebooks purchased</p> <p>80% of aging desktops still need to be replaced within one to three years</p>	<p>86 additional Chromebooks were purchased for student use. 45 of those were for the Monterey County area school sites. Student to technology device ratio increased from 1:4 to 1:3 to 1:2</p> <p>Added 7 iTV units to broadcast CTE lessons from remote sites</p>

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CASAS testing conducted each quarter (pre-test, midterm and post tests) with quarterly data analysis</p>	<p>Testing was conducted four times during the school year in order to capture post-tests at each quarter. Data analysis reports were not systematically provided to teachers at the end of each quarter, only as available.</p>	<p>\$6,500</p>	<p>\$3,500 - WIOA Title II Grant \$3,000 – Gen fund unrestricted Object code:4300,5900</p>

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase the number of students accessing courses using the Common Core State Standards including ELD, vocational education, online learning, and college preparatory classes</p>	<p>All college preparatory classes are only available through the online learning program, Cyber High. This represents 48% of the courses offered by EPIC. These courses are University of California A-G approved. Credit recovery, remediation and targeted intervention classes that are non-college preparatory are also offered in all 7 Growth Areas. Two vocational education CTE pathway aligned introductory courses were approved and taught in the 2018-19 school year. English Language Development</p>	<p>\$410,560</p>	<p>\$89,820 Career Technical Education Incentive Grant Budget Code: 1100,3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>courses were re-written to include the CCSS in 2017-18, and are made available to all students who are English Learners or who are functioning below grade level. New multi-level textbooks for ESL and ELD were purchased in 2018-19.</p>		

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase number of EPIC students in high school vocational education, community college classes, and ESL classes (based on CASAS appraisal)</p>	<p>100% of EPIC students are enrolled in high school credit recovery classes based on previous high school coursework completed, and a counselor review of transcripts.</p> <p>42% of EPIC students are enrolled in the established vocational education program as of 5/15/19, a decrease of 6% from 6/15/18.</p> <p>70% of EPIC students are enrolled in ELD or remedial English classes as of 5/15/19. An increase of 12% over 6/15/18.</p> <p>44% of EPIC students are enrolled in remedial math classes as of 5-15-19,</p>	<p>\$127,440</p>	<p>\$140,490 General fund unrestricted Budget code: 1000,2000,3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>an increase of 5% over 6/15/18.</p> <p>Self-reported results indicate that 58% of graduating students will continue a post-high school education, and 39% said maybe. Only 3% said they would not. Of those continuing their education, 53% said they would attend a community college for either a vocational certificate (34.7%) or a 2-year degree (25.5%)</p> <p>The ESL to ELD to ELA pathway with the revised course curriculum maps and textbooks was Board approved Spring, 2018 and is in process of full implementation.</p>		

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 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Adequate technology purchased to enable online standardized testing</p>	<p>86 additional Chromebooks purchased or donated for student use. CASAS management staff requires professional development training in online testing before this action step can be implemented.</p>	<p>\$30,880</p>	<p>\$21,583 Gen fund – unrestricted Budget code: 4300,5800</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and implement 2 more Career Technical Pathways that EPIC students can access to include: 4 teachers/supervisor, classroom and lab materials, professional development, facilities, and curriculum.	Two Career Technical Pathways were under development and initiated during the school year: Agriculture, and Entrepreneurship. Two CTE credentialed teachers were hired. Curriculum was developed for the introductory classes. Facilities were remodeled and equipment and materials were purchased.	\$380,169	\$56,810 Gen fund – unrestricted Budget code: 1000, 3000

Analysis

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

A broad range of courses is offered in all EPIC learning centers. These include remedial, general and college preparatory level courses. After meeting with a counselor or academic advisor, students select the courses and course levels to take based on each student’s individual educational goals. The CTE school to career pathways are still under development for the 2019-20 school year.

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

An analysis of EPIC student usage of the Fresno County Office of Education Cyber High online learning program in the 2017-18 school year reported that of a total 528 cumulative exams were processed through the Cyber High program and that the “students’ cumulative exam passage rate has been an outstanding 86%.” In the 2018-19 school year, usage of Cyber High has increased to 1,343 cumulative exams by June 2019. This indicates that usage of the program that offers college preparatory classes has increased by 61%.

In the 2017-18 school year, a total of 179 students graduated. 54 of those students graduated at the end of the first semester January 19, 2018. The 125 students who graduated in the second semester represented 44% of the students still enrolled on 6/15/18. For the 2018-19 school year, 70 students met all graduation requirements at the end of the first semester, and 167 more met the graduation requirements by the end of the second semester for a total of 237 graduates. This is a 25% increase from the 2017-18 school year in the number of students who met all graduation requirements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some of the differences between budgeted and actual expended funds was due to an increase or decrease in costs of materials and supplies. In addition, not all Chromebook devices laptops were purchased as budgeted, not all travel was required as budgeted. The CASAS E-testing not implemented in 2018-19 as planned, and was pushed forward into 2019-20.

For Actions 2 and 5, the Career Technical Program is still under development and those funds were not spent as planned in 2018-19.

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.

Goal 2 - The main change that is under development in order to achieve this goal is the implementation of five Career Technical Education clearly defined school to career to pathways. This will necessitate the development of expected outcome metrics for the 2019-20 school year in this area of Career Technical Education.

Goal 2 – Only two teachers were hired as only two pathways were under development and not enough students enrolled in each pathway. Action 5 is modified for the 19-20 school year to read, “implementation of 3-5 Career Technical Education pathways.” The number of total pathways implemented was revised to allow for a longer term for full implementation of all five pathways instead of just one school year.

Goal 3

Other Pupil Outcomes: Transition to an interdependent financial management system to support student learning and attendance

State and/or Local Priorities addressed by this goal:

State Priorities: Conditions of Learning: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Outcomes Local Priorities: Pupil Retention, Regional Management Implementation

Annual Measurable Outcomes

Expected

Actual

Attendance Rates: Need to increase to 65% attendance rates positively affecting ADA

In 2017-18 the EPIC attendance rate was 61% as measured by student attendance records in the student information system. This rate increased to 70.8% as measured in the SIS on June 26, 2019. In the Coastal region, 60 ESL students made the transition from the ESL class to the EPIC program. This is approximately a 100% increase in EPIC enrollment for that region. The North region does not have ESL classes. The South region has one ESL class in a city in which there is no EPIC class at this time. The Kern/Antelope Valley region 20 students transitioned from ESL to EPIC in Tulare which is more than a 100% increase, and 10 in Shafter, approximately a 50% increase.

Approved regional and departmental budgets with one approved budget for a region

Yearly strategic planning meeting identified set the annual goals for each region. Meetings with regional managers and department directors created the budgets for each region and department. This is an ongoing process.

One Educational Services budget managed by the department

Time required from requisition to acquisition and implementation of educational materials:

Daily supplies – one month

Classroom equipment received within 1-3 months

Textbooks curriculum, supplemental materials received within 1-3 months

Daily supplies – one month as expected

Classroom equipment – less than one month, only delay was for student use Chromebooks

ELD Textbooks – procurement still in process

ELD Curriculum – procurement still in process along with ELD textbooks

Teacher Editions and other replacement texts – less than one month

Expected

Actual

<p>Number of regional and department manager budget trainings: Held 2 times per year</p>	<p>Weekly regional and department manager staff meetings held. Budget updates were discussed weekly. Trainings held 1:1 with new managers upon hire.</p> <p>In the Fall, the Chief Business Officer sent out line item budgets and trained managers on how to look at reports</p>
<p>Departmental, local and regional procurement process developed and implemented: Research a revised procurement process that can be managed at the regional levels. Pilot in one region.</p>	<p>Textbook procurement process initiated and implemented in the 2017-18 school year with the use of a requisition process to order textbooks and other educational materials. Currently, local sites deal directly with the Student Support Services office that handles the purchase and shipment of materials. Management of this process does not occur at the regional levels.</p>

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Training for managers in new financial program software</p>	<p>Determined in staff meetings that managers did not need training in the software. The Chief of Staff and head accountant met with regional and department directors managers to discuss budgets for 2019-20</p>	<p>\$16,069</p>	<p>\$9,500 Gen fund – unrestricted Budget Code:2300,300</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research and implement procurement process for educational materials that can be managed at the regional levels.	Research started for procurement process. Operational officers to oversee the regions was hired for FIELD to help manage EPIC regional budgets also.	\$18,457	\$18,457 Gen fund – unrestricted Budget Code:2300,300

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Outreach to students who stop attending classes	Learning center staff conducted outreach at each location. Student survey conducted to determine reasons that hinder school attendance.	\$92,679	\$55,087 Gen fund – unrestricted Budget Code:2300,300

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.

A new financial management software program was purchased in 2017-18. Accounting personnel underwent training in the use of the software, but numerous problems with the import of data from the previous system used and in the set up of the new system precluded the effectiveness and accessibility of training department and regional managers.

In addition, FIELD underwent a year-long strategic planning program in 2018 to analyze all of the programs, EPIC included. This was required in order to effectively and efficiently set up a regional management system. In 2018-19, Regional Managers were provided with

periodic print-out financial reports in order to make adjustments to their budgets.

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

Problems in the implementation of the new financial management software initially impeded the training of managers in their budgetary responsibilities, and new procurement processes. Managers relied on financial report print outs in order to make budget adjustments, but these adjustments were not made in a timely manner. Since regional budgets are based on student attendance, it was necessary to strategize outreach to students whose attendance was lacking and who were at risk of not completing their high school diploma plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and expended funds in Goal 3 due to manager and staff financial program software training sessions that did not take place. This meant less travel expenses were incurred. Often technology was used for meetings and/or trainings.

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.

Changes will be made to this goal by including increased attendance rates as part of the pupil engagement metrics, and graduation rates.

Goal 3 – Action 3 modified for the 2019-20 school year to include the provision of counseling and referral services for students who stop attending class.

Goal 4

Pupil Retention: Increase student retention rates and decrease absenteeism rates.

State and/or Local Priorities addressed by this goal:

State Priorities: Other Pupil Outcomes, Course Access, School Climate

Local Priorities: Student Retention

Annual Measurable Outcomes

Expected

Actual

Absenteeism rate lowered to 60%

Absenteeism rate not yet available for 2018-19

Average Daily Attendance Rate increased to 65%

ADA attendance rate increased to 70.8%

Number of high school graduates increased to 65% of enrolled students

Number of graduates increased from 179 students in 2017-18, to 238 students in 2018-19. This is a 25% increase from 2017-18, and represents 56% of the EPIC student enrollment on 6/14/19

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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide childcare services to students at two-three learning centers utilizing the CTE program pathway	Childcare services provided at one learning center utilizing the local school district personnel.	\$126,723	\$0 Career Technical Incentive Grant Obj. Code: 1000,2000,3000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, write, approve and implement a Short-term Independent Study program for students who cannot attend school due to family or personal reasons for no less than 5 days, and no more than 20 concurrent days.	Researched, written, Board approved and implemented a Short-term Independent Study program for students who cannot attend school due to family or personal reasons for no less than 5 days, and no more than 20 concurrent days.	\$2,500	\$2,500 Gen fund-unrestricted Obj. Code: 5800

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.

Overall, EPIC was unable to implement the CTE pathway model for childcare services on site. Student attendance rates were increased to 70% in spite of the lack of childcare facilities at the learning center sites. The school site with the highest attendance rate, Riverside, CA at 79.9%, does have a city sponsored day care nearby that is city sponsored and students can use for a fee.

The Short-term Independent Study proposal was Board approved and has been in use for the 2018-19 school year. This allows the adult students who are parents and work to be able to continue their studies during an approved short-term absence.

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

Actual effectiveness of the two identified action is difficult to ascertain at this time. Attendance rates did increase, but it is unknown if this is correlated to the actions as there is not enough data to draw conclusions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The funds budgeted for the development of the childcare CTE pathway were not used because this pathway is still under development. This action has been pushed into the 2019-20 school year.

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.

Goal 4 – Action 1 has been moved into the 2019-20 school year.

Goal 5

Basic Services: Goal #5 to “Revise and re-write the Charter Petition to submit for approval for re-authorization of the Charter” is no longer an applicable goal and will be removed.

Annual Measurable Outcomes

Expected

Actual

Charter Petition reauthorization approved by Nevada County Board of Education

Charter Petition reauthorization approved by Nevada County Board of Education April, 2019 for additional 5 years

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff assigned to research, re-write and submit new Charter Petition	Charter Petition submitted to Nevada County March 2019 and approved April 2019	\$22,950 General Fund unrestricted Codes: 1000, 3000, 5200	\$24,850 General Fund unrestricted Codes: 1000, 3000, 5200

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.

Administrative staff and teachers met to discuss and plan changes to the Charter. The EPIC Executive Director was tasked with preparing the new Charter Petition for submittal to Nevada County Office of education for review before the first hearing before the County Board of Education.

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

The timeline for submission of the Charter Petition was met and it was approved in the meeting of the Nevada County Board of Education on April 10, 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Minor adjustment to travel and other expenses

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.

This goal is no longer applicable for the 2019-20 school year, and will be removed. A new goal #5 will be added to the 2019-20 LCAP.

Stakeholder Engagement

LCAP Year: 2018-2019

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?

- Meetings with stakeholders, students, faculty, administrators, Board members, community members, etc. that were held for other plans being undertaken by EPIC were incorporated and referenced in the preparation of the LCAP.
- EPIC staff meeting during professional development days: notes are used in planning for the LCAP goals.
- Staff, student, and stakeholder surveys were conducted in Spring 2019
- Weekly staff meetings held
- Weekly and quarterly accounting budget reports
- Quarterly Board of Directors meetings held
- Site oversight visit conducted by the Assistant Superintendents of the Nevada County Office of the Superintendent.
- Meetings held with staff of the charter authorizer, Nevada County Office of Education
- WASC Visiting committee virtual site visits for new sites added.
- Career Technical Education committee meetings held throughout the 2018-19 school year.
- Annual and strategic planning meetings held in Fall 2018, and Spring 2019
- Collaboration with community college faculty, administrators, and education departments
- Public Hearing for the LCAP held May 16, 2019
- FIELD/EPIC Board of Directors review and make recommendations, and approve the LCAP -Board adoption of LCAP on June 29, 2019

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
- The results of the annual strategic planning directly impacted the goal setting and action steps put into place
- Data results from CASAS testing and CDE state priorities used to inform instructional practices for English Learners
- Dashboard data from the CDE informed student attendance and retention goal setting
- Concerns from college partnerships taken into account in the development of the new CTE goals and action steps.

- 2018-19 Survey data from students reflected in the new CTE program priorities
- Data collected from 2018-19 staff and student surveys impacted revisions to goal setting
- Information gathered from formal and informal teacher surveys indicate areas of need for faculty and staff
- Information gathered from student, teachers and stakeholder surveys, administrative strategic planning session minutes, and EPIC annual analysis and 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Basic Services, State Standards, Pupil Achievement, Pupil Engagement, Course Access

Local Priorities: Pupil Retention, Proficiency for English Language Learners

Identified Need:

78% of pupils enrolled in EPIC de Cesar Chavez are identified as English Learners. In addition 20% of students have enrolled from the English as a Second Language classes in some of the regions served by FIELD. All students benefit from access to an academic counseling, and currently there is only one counselor FTE.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who complete one Educational Functioning Level as measured by the CASAS test	Total 2016-17 results: Beginning Literacy – 21.4% Beginning Basic – 33.3% Intermediate Low – 31.7% Adult Secondary Low – N/A Adult Secondary High – 54.2%	Total 2017-18 results per Federal Table 4B: Beginning Literacy – 85.1% Beginning Basic – 80.9% Intermediate Low – 70.1% Intermediate High – 45.3% Adult Secondary Low – 66.7%	By May 2019, 77.2% of all EPIC students had gained one or more Educational Functioning Level over the course of the school year. The complete analysis by functioning level will be available mid-summer	All students will increase their baseline Reading score as measured by CASAS by 5% of the baseline score.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Adult Secondary High – 0%	2019 after all the final tests are processed, and will be reported to the stakeholders at that time.	
Percentage of teachers who are highly qualified, trained, appropriately placed, and formally evaluated	75% of teachers were highly qualified 50% of teachers were formally evaluated	63% of teachers were highly qualified 53% of teachers formally evaluated	With the elimination of the NCLB teacher requirements, teachers are no longer identified as meeting “highly qualified” standards. State certification and licensure is the required criteria in California under the federal ESSA. 100% of EPIC teachers hold appropriate state licensure. 42% of all EPIC teachers were formally evaluated. 73% of new EPIC teachers were formally evaluated. 100% of EPIC teachers were informally observed during instruction.	50% of all teachers not evaluated in the 18-19 school year formally evaluated in 19-20. 100% of new teachers formally evaluated at a minimum of once in the school year.
Number of days used to design and deliver professional development in	100% of new and returning teachers received training, but in 17% of the learning centers, teacher turnover	100% of teachers received training prior to the start of the school year in the CCSS. Due to 30% teacher turnover,	100% of returning teachers, and new teachers hired before February 1, 2019 received from 3 to 9 days	100% of new and returning teachers will receive professional development training for a total of 9-10 days

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the areas of CCSS, CCRS, Classroom Management, ELD instructional strategies, and CASAS implementation for new and returning staff	precluded the timely provision of updated training to the new teachers hired.	the mid-year hires did not receive CCSS or other professional development provided. A total of 9 days of PD were provided.	of professional development training. Two replacement teachers hired after February 2019 did not participate in the PD that was provided.	
Total number of standards aligned material adopted and purchased	Spanish I and II curriculum adopted and purchased. Cyber High fully implemented.	ESL to ELD to ELA curriculum pathway created for English Learners. Course outlines revised, aligned to state standards and Board adopted. Textbooks purchased for students. Social Studies curriculum revised, aligned to state standards and Board approved. Cyber High use increased by 20.7% over 2016-17 student usage and course completion rates.	The planned math curriculum and new textbook adoption did not take place. Additional 445 multi-level ESL to ELD to ELA textbooks were purchased with 33 teacher guides. EPIC students passed 197 complete courses in Cyber High, and passed a total of 1,343 units/credits in complete and partial courses. Usage increased by 61% over the previous year.	Social Studies textbook adoption. Science curriculum re-written to New Generation Science Standards. Both adoptions to take into consideration the needs of the large numbers of English Learners in the EPIC classrooms.
Number of additional academic counselors hired	One FTE counselor in Kern County	Unchanged	The planned FTE academic counselor for two part-time positions in the Monterey County and	Unchanged

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for each region with a 1:400 ratio			Riverside County/Southern regions was not hired.	

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:

Select from All, Students with Disabilities, or Specific Student Groups)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Procure and provide standards aligned materials to teachers for ESL/ELD/ELA

2018-19 Actions/Services

Procure, adopt, and provide math textbooks and materials to teachers based on the CCSS and the CCRS specially designed for EL support for language

2019-20 Actions/Services

Procure, adopt and provide social science textbooks for English Learners that support the updated course outlines adopted in Spring 2018.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Procure and adopt science textbooks for English Learners that include the New Generation Science Standards.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,450	\$91,107	\$93,507
Source	Supplemental/Concentration grant	Supplemental/Concentration grant	Supplemental/Concentration grant
Budget Reference	Obj. code 1000, 3000, 5600	Obj. code 1000,3000,5600	Obj. code 1000,3000,5600

Action 2

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income	LEA-wide	All Learning Centers
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Professional Development to teachers in English Learner instructional strategies, Common Core State Standards, College and Career Readiness Standards, and adopted curriculum

Provide Professional Development to teachers in English Learner instructional strategies, Common Core State Standards, College and Career Readiness Standards, and adopted curriculum, and update veteran teacher training

Provide Professional Development to teachers in English Learner instructional strategies for the Common Core State Standards, College and Career Readiness Standards, New Generation Science Standards, and adopted curriculum, and update veteran teacher training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,950	\$ 14,650	\$25,000
Source	Gen Fund Unrestricted	Gen Fund Unrestricted	Supplemental/Concentration Grant
Budget Reference	Obj. Code 5200, 5800	Obj. Code 5200, 5800	Obj. Code 5200, 5800

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

Continue to hire highly qualified teachers and structuring the classroom schedule to emphasize ELD skills for the 70% of EPIC students who are English Learners or who need remedial English coursework

2019-20 Actions/Services

Continue to hire highly qualified teachers and structure the classroom schedule to emphasize ELD skills for the 70% of EPIC students who are English Learners or who need remedial English coursework, and correlate the instruction of English language development with the math and science courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$996,830	\$1,208,381	\$1,962,961
Source	Gen Fund-unrestricted	Gen Fund-unrestricted	Gen Fund-unrestricted
Budget Reference	Obj Code 1000, 3000	Obj Code 1000, 3000	Obj Code 1000, 3000

Action 4

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners and Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Hire credentialed academic counselor for each region not to exceed 1:400 counselor to student ratio

2018-19 Actions/Services

Hire one additional credentialed academic counselor for half time positions in both Monterey County and Riverside County

2019-20 Actions/Services

Unchanged

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,680	\$124,999	\$108,979
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Obj. Code 1000, 3000	Obj. Code 1000, 3000	Obj. Code 1000, 3000

Action 5

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners and Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional coaching provided during professional development days

2018-19 Actions/Services

Hire one FTE credentialed instructional coach for two half-time positions in both Monterey County and Riverside County, and one FTE for Kern County who will assist teachers with instructional strategies for English Learners, CCSS, and other academic instruction for a total two FTEs.

2019-20 Actions/Services

Hire one FTE credentialed instructional coach for two half-time positions in both Monterey County and Riverside County, and one FTE for Kern County who will assist teachers with instructional strategies for English Learners, CCSS, and other academic instruction for a total of one FTE.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$184,063	\$150,382

Year	2017-18	2018-19	2019-20
Source	Gen Fund-unrestricted	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Obj. Code 5800	Obj. Code 1000, 3000	Obj. Code 2100, 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Pupil Outcomes: Analyze and implement performance and achievement goals for students in clearly defined School to Career pathways

State and/or Local Priorities addressed by this goal:

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

Local Priorities: Student Retention, College-Career Pathway

Identified Need:

Through the strategic planning process, and as a result of the receipt of a 2017-18 CTE grant from the state of California, the measures of student outcomes will be expanded to include achievement goals related to school to career achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CASAS testing conducted each quarter with quarterly data analysis	50% of sites use data analysis. 100% of sites conducted CASAS testing, but only 40% tested at mid-term	100% participation in CASAS testing of all currently enrolled students	100% participation in CASAS testing of all students with quarterly data analysis of the results	100% participation in CASAS testing of all students with quarterly data analysis of the results
Percentage of students	EPIC students took Vocational Education	48% of EPIC students took Vocational	One Introduction class to be offered Spring 2018	30% of enrolled students completed an Introductory

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
accessing the newly implemented Career Technical Education pathway courses	class with Career Exploration component	Education class with Career Exploration component	with 20% of enrolled students completing this Introductory CTE pathways course	CTE pathways course
Percentage of students in English Language proficiency pathway	70% of students identified as English Learners with 58% of those students enrolled in an English Language Development class.	70% of students identified as English Learners with 58% of those students enrolled in an English Language Development class.	Increase percentage of EL students taking English Proficiency pathway courses to 65%	Increase percentage of EL students taking English Proficiency pathway courses to 70%
Adequate technology devices purchased to enable online standardized E-testing	Ratio of Chromebooks to students is 1:4. 60% of aging desktops need to be replaced within one to three years	Additional 65 Chromebooks purchased 60% of aging desktops still need to be replaced within one to three years	Additional 86 Chromebooks purchased or donated. 80% of aging desktops still need to be replaced within one to three years	80% of aging desktops still need to be replaced 90% of aging desktop replaced with updated devices in every learning center within one year

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

100% participation in quarterly CASAS testing of all currently enrolled students with quarterly data analysis of the results

2019-20 Actions/Services

100% participation in quarterly CASAS testing of all currently enrolled students with quarterly data analysis of the results

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,500	\$9,500
Source	WIOA Title II Grant & Gen. fund unrestricted	WIOA Title II Grant & Gen. fund unrestricted	WIOA Title II Grant & Gen. fund unrestricted

Year	2017-18	2018-19	2019-20
Budget Reference	Obj. Code 4300,5900	Obj. Code 4300,5900	Obj. Code 4300,5900

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	LEA-wide	All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase number of students accessing courses using the CCSS including English Language Development, vocational education, online learning, college preparatory classes	Increase number of students accessing courses using the CCSS including English Language Development, vocational education, online learning, college preparatory classes and CTE program courses.	Increase number of students accessing courses using the CCSS including English Language Development, vocational education, online learning, college preparatory classes and CTE program courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$267,624	\$410,560	\$456,881
Source	Gen fund-unrestricted	Career Technical Education Incentive grant & Gen fund-unrestricted	Career Technical Education Incentive grant, Gen fund-unrestricted & Supplement/Concentration Funds
Budget Reference	Obj. code 1100,3000,5800	Obj. code 1100,3000,5800	Obj. code 1100,3000

Action 3

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Increase the number of EPIC students in high school vocational education classes, Community College, and ESL classes (based on CASAS appraisal)

2018-19 Actions/Services

Increase the number of EPIC students in Career Technical Education pathway classes, Community College dual enrollments or articulated classes, and ELD

2019-20 Actions/Services

Increase the number of EPIC students in Career Technical Education pathway classes, Community College dual enrollments or articulated classes, and

	classes based on CASAS test results, and/or self identified goals through outreach and in-class educational services.	ELD classes based on CASAS test results, and/or self identified goals through outreach and in-class educational services.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$123,728	\$127,440	\$151,694
Source	WIOA Title II Grant & Gen fund-unrestricted	WIOA Title II Grant & Gen fund-unrestricted	Career Technical Education Incentive grant, Gen fund-unrestricted & Supplement/Concentration Funds
Budget Reference	Obj. code 1200,2400,3000	Obj. code 1200,2400,3000	Obj. code 1200,2200,3000,5200

Action 4

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Adequate technology purchased to enable online standardized e-testing

Adequate technology purchased to enable online standardized e-testing including the replacement of aging desktop computers

Adequate technology purchased to enable online standardized e-testing including the replacement of aging desktop computers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,880	\$35,000	\$40,000
Source	Gen. Fund - unrestricted	Gen. Fund - unrestricted	Gen. Fund - unrestricted
Budget Reference	Obj. Code 4300, 5800	Obj. Code 4300, 5800	Obj. Code 4300, 5800

Action 5

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop and implement 1 Career Technical Pathway that was identified during strategic planning sessions and that EPIC students can access

Develop and implement 2 more Career Technical Pathways that EPIC students can access to include teachers/supervisor, classroom and lab materials, professional development, facilities, and curriculum.

Implementation of 3 to 5 Career Technical Education Pathways to include teachers/supervisor, classroom and lab materials, professional development, facilities, and curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,816	\$380,169	\$380,169
Source	Gen. Fund - unrestricted	Career Technical Education Incentive Grant	Gen. Fund - unrestricted
Budget Reference	Obj. Code 1000, 3000	Obj. Code 1000, 3000	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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Basic Services: Strengthen Regional Management by implementation of an interdependent financial management system to support student learning and attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Other Pupil Outcomes, Pupil Engagement, School Climate, Course Access

Local Priorities: Pupil Retention, Attendance Rates, Regional Management Development

Identified Need:

During end of year administrative analysis and planning, the need for an interdependent financial management system was identified. This is due in part to the large distances between EPIC learning centers, and the difficulty experienced by staff to obtain needed educational materials in a timely manner. Students report being discouraged from completing their course of study if the necessary materials are not available, and this affects attendance rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rates of enrolled students	50% attendance rate for adults enrolled in EPIC high school	Increase to 60%	Increase to 65%	Increase to 70%
Number of approved regional and departmental budgets	No approved budgets	Three approved regional budgets	Each region and Educational Services departments have approved budgets	Each region and each department have approved and managed budgets

Time required from requisition to acquisition and implementation of educational materials	4-6 month delays	Daily supplies – 1 month Classroom equipment – 1-3 months Textbooks, curriculum, supplemental materials – 1-3 months	Supplies ordered and received within one month	Supplies ordered and received within one month
Number of regional and department manager budget trainings	None held	Informational meetings held as part of weekly staff meetings	Twice per year	Quarterly
Department, local and regional procurement process developed and implemented	No current local/regional/departmental procurement process for the learning centers and regions	Research a procurement process that can be managed at the regional levels.	Pilot adopted procurement process at regional levels	Implement adopted procurement process at the local, regional and departmental levels

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Learning Centers
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Training for managers in financial system and budget management	Training for managers in financial system and budget management	Training for managers in financial system and budget management

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,914	\$16,069	\$16,069
Source	Gen. Fund - unrestricted	Gen. Fund - unrestricted	Gen. Fund - unrestricted
Budget Reference	Obj. Code 1000, 2000, 3000	Obj. Code 1000, 2000, 3000	Obj. Code 1000, 2000, 3000

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Research a procurement process that can be managed at the regional levels

2018-19 Actions/Services

Research and implement procurement process for educational materials that can be managed at the regional levels

2019-20 Actions/Services

Research and implement procurement process for educational materials that can be managed at the regional levels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,816	\$18,457	\$18,457
Source	Gen. Fund - unrestricted	Gen. Fund - unrestricted	Gen. Fund - unrestricted
Budget Reference	Obj. Code 1000, 3000	Obj. Code 2000, 3000, 5800	Obj. Code 2000, 3000, 5800

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

English Learners and Low Income

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All School Sites

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Outreach to students who stop attending classes

2018-19 Actions/Services

Outreach to students who stop attending classes

2019-20 Actions/Services

Outreach, counseling and referral services provided to students who stop attending classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,464	\$92,679	\$95,264
Source	Gen. Fund – unrestricted	Gen. Fund – unrestricted	Gen. Fund – unrestricted & Supplemental/Concentration funds

Year	2017-18	2018-19	2019-20
Budget Reference	Obj. Code 2000, 3000	Obj. Code 2000, 3000	Obj. Code 2000, 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Pupil Retention: Increase student retention rates and decrease absenteeism rates

State and/or Local Priorities addressed by this goal:

State Priorities: Other Pupil Outcomes, Course Access, School Climate Local Priorities: Student Retention

Identified Need:

In consideration of the nature of the adult students who work, have families and attend EPC classes, there has been an increase in daily attendance rates from 61% to 70% over the past school year; however, EPIC's 67% absenteeism rate is too high. Surveyed students identified "receiving a high school diploma" as the number one reason they attend EPIC high school. A high absenteeism rate jeopardizes that goal.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Absenteeism rate	67%	TBD - Not yet available from California Dept. Of Education. (The EPIC Student Information System reports attendance at 61% of enrollment.)	60% absenteeism or lower	57% absenteeism or lower

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average Daily Attendance Rates	61% of student enrollments	61%	65%	67%
Number of high school graduates	179	179 students earned a high school diploma. This represents 63% of students who were enrolled in June 2018.	65 % of enrolled students	66 % of enrolled students

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Provide childcare services to students

2018-19 Actions/Services

Provide childcare services to students at two-three learning centers utilizing the CTE program pathway

2019-20 Actions/Services

Provide childcare services to students at two-three learning centers utilizing the CTE program pathway

Budget Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$126,723	\$128,250
Source	N/A	Career Technical Incentive Grant	Career Technical Incentive Grant
Budget Reference	N/A	Obj. Code 1000, 2000, 3000	Obj. Code 1000, 2000, 3000

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners and Low Income	LEA-wide	All Learning Centers

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services

Research the use of a Short-term Independent Study program for students who cannot attend school due to family or personal reasons for no less than 5 days, and no more than 20 concurrent days.

2018-19 Actions/Services

Research, write, approve and implement a Short-term Independent Study program for students who cannot attend school due to family or personal reasons for no less than 5 days, and no more than 20 concurrent days.

2019-20 Actions/Services

Train teachers and staff in the use of the Short-term Independent Study program for students who cannot attend school due to family or personal reasons for no less than 5 days, and no more than 20 concurrent days.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,816	\$2,500	\$2,500
Source	Gen. Fund - unrestricted	Gen. Fund - unrestricted	Gen. Fund – unrestricted
Budget Reference	Obj. Code 1000, 3000	Obj. Code 5800	Obj. Code 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

Increase Pupil Engagement and Achievement by creating Student Leadership Committees that address student attendance, civic engagement and Career Technical Education opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate, Parental (Family) Involvement

Local Priorities: Career Technical Education, Pupil Retention, Attendance Rates, Regional Management Development

Identified Need:

There is currently no systemic process in place to encourage pupil and family engagement. During the annual operation planning in May 2019, student leadership was identified as a key missing component for school advisement and civic engagement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of student leadership committees established at the local school sites	Only informal task oriented committees organized at some sites	N/A	N/A	Established student leadership committees in 50% of the school sites

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of student leadership committee participants at the regional levels	No student leadership participants at the regional levels	N/A	N/A	One student leadership committee in each region
Number of training and mentoring events for students	No leadership training and mentoring events specific for student leadership development	N/A	N/A	1 – 2 student leadership training events in each region
Number of staff assigned to work with the student leadership committees	One teacher at each site works with his or her own students in class projects	N/A	N/A	One dedicated staff person for each student leadership committee established
Student leadership committee provided advisement to EPIC Career Technical Education programs	No current student advisement for EPIC CTE programs	N/A	N/A	Student leadership committee meetings to include CTE advisement on 50% of meeting agendas.
Percentage of increase in student attendance rates	Current attendance rate as of June 2019 is 70.8%	N/A	N/A	Student attendance rate at 72%

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Establish volunteer Student Leadership Committees at all sites with ADA over 20.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$15,000
Source	N/A	N/A	Supplement/Concentration Funds
Budget Reference	N/A	N/A	Obj. Code 2300,3000,5200

Action 2

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Organize regional Student Leadership Committees in two of the four regions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$15,000
Source	N/A	N/A	General Unrestricted funds
Budget Reference	N/A	N/A	Obj. Code 2300,3000,5200

Action 3

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Provide one leadership training event in each region for members of a Student Leadership Committee

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$7,500
Source	N/A	N/A	Supplemental/Concentration Funds
Budget Reference	N/A	N/A	Obj. Code: 5200

Action 4

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Low Income	School-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Involve students in civic engagement activities in their local communities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$7,500
Source	N/A	N/A	Supplemental/Concentration Funds
Budget Reference	N/A	N/A	Obj. Code: 5200,5800

Action 5

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Place volunteer students on Career Technical Education advisory committees in each region

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$6,000

Source

N/A

N/A

Supplemental/Concentration Funds

Budget Reference

N/A

N/A

Obj. Code: 5200,5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 813,849

31.35 %

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 and English Learner pupils enrolled in EPIC de Cesar Chavez charter high school, certificated staff will provide instruction in English Language development through direct instruction using research based English language acquisition instructional strategies. Support for teachers is provided through nine days of professional development. An instructional coach will be dedicated to work with the teachers in the classroom to guide them in teaching strategies for English Learners. Also, a part-time or full-time counselor will be available to work 1:1 with students who need academic intervention, support and referrals. Appropriate levels of standards aligned curriculum and intervention strategies will be provided to those students who do not make adequate progress based on student assessment results and who need more concentrated instruction, textbooks and resources in English Language Development, including social science, math and science. Five Career Technical Education pathways will be developed and implemented for student interested in post-high school training and certification. These services and actions are the most effective use of funds to support unduplicated pupils.

The most significant ways in which EPIC will increase or improve services to low income and English Learner students will be to 1) provide on-site coaching to all teachers in instructional strategies for English Learners, 2) provide more school counselors at a 400:1 ratio, 3) implement the Career Technical Pathways for vocational/college and career opportunities, and 4) continue to revise and implement core course updated course outlines, and adopt updated textbooks in English Language Development and math courses to include the College and Career Readiness Standards, and the Common Core State Standards. Also, these students will be given courses in computer and internet use, and provided with Chromebooks at a 1:2 availability for their use.

In addition, Student Leadership Committees will be created to give these students a voice in their education, encourage civic involvement, and to help them develop leadership skills and abilities for the workplace. The student committees will also be involved in the outreach activities for other students who are having difficulty with attendance to class due to family, work, or hardship situations. This may also include helping with referrals for childcare or transportation.