The Farmworkers Institute of Education and Leadership Development, Inc EPIC DE CESAR CHAVEZ BOARD OF TRUSTEES QUARTERLY MEETING AGENDA

Location: Farmworkers Institute of Education & Leadership Development
FIELD CTE Operations Center
2240 S. Union Ave
Bakersfield, CA 93307

Teleconference Location:
319 Driftwood Rd. Corona Del Mar, CA 92625

Zoom Meeting/Teleconference Location:
https://us02web.zoom.us/j/82105068643
Meeting ID: 821 0506 8643 **By Phone (669) 900-9128**

Saturday, June 24, 2023 at 12:30 pm

NOTE: In compliance with the Americans with Disabilities Act if you need special assistance to participate in the meeting, please contact us 48 hours prior to the meeting.

ON THE WEB: Agendas may be viewed at www.farmworkerinstitute.org

1. MEETING CALLED TO ORDER:
2. ESTABLISH A QUORUM:

Roll Call:

David Villarino	Dr. Nora Dominguez
Dr. Mark Martinez	Dr. Jesse Ortiz
Ines De Luna	Nadia Villagran

 Nonvoting:
 Patrick Pine, Secretary
 Michael Gomez, Treasurer
 John C. Lemmo, General Counsel

Staff Present:

Rosa Ruelas	Dr. Tamar Asatryan	Roxanna Villasenor
Vanessa Gutierrez	Maria Rawls	Lily Mendez
Gustavo Olvera	Christopher Blood	Carolyn Coffey
Adonis Galarza-Toledo	Steven Watkins	David Chavez Villarino
Doug Criddle	Susana Navarro-Llamas	

3. SALUTE TO THE FLAG / FARMWORKER POEM

4. ADOPTION OF THE AGENDA

5. OPEN PUBLIC FORUM
It is appropriate for the public to address the FIELD's EPIC Board regarding items of public interest within the jurisdiction of the board before or during the Board's consideration of the items. Time allowed may be limited to three minutes per item. If a large number wishes to speak on a specific item, the board may limit total input to 30 minutes on any item. Individuals or groups may address the board on items not listed on the agenda; however, no action can or will be taken on the unlisted items.
Further, Education Code §35145.5 also establishes the right of the public to place items on the agenda directly relating to business of the FIELD's EPIC Board of Trustees. Agenda requests must be made in writing ten days prior to board meetings.

In accordance with the law, the public and Board are hereby given notice that a tape recording of today's meeting is being made. This recording is to assist in the completion of the minutes. It is NOT a transcript of the meeting and may be disposed of in 30 days. The official transcript of this meeting will continue to be the adopted minutes.

6. CLOSE PUBLIC FORUM

7. CLOSED SESSION
The board may call for a closed session to discuss confidential personnel matters, potential litigation, or other matters allowed under the Brown Act.

8. OPEN SESSION

9. APPROVAL OF THE CONSENT AGENDA
All consent agenda items for FIELD's EPIC BOARD OF Trustees are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval recommended on all items listed:

   a) *Approval of Minutes from March 11, 2023*

10. PUBLIC HEARING: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) EPIC DE CESAR CHAVEZ CHARTER HIGH SCHOOL.

        i)   The Purpose of the Public Hearing is to present the 2023-24 Local Control and Accountability Plan and to address any public comments and questions (EC § 42127(a)(1)

11. EPIC DE CESAR CHAVEZ REPORTS: THE BOARD MAY, IF TIME PERMITS, TAKE BOARD REPORTS AND SUPERINTENDENT'S REPORT AT ANY TIME DURING THE MEETING AND NOT AT A SPECIFIC TIME.
There is very limited board discussion, between the board, except to ask questions or refer matters to staff, and no action will be taken unless listed elsewhere on the agenda or on a subsequent agenda.

12. EPIC INFORMATION ITEMS
1. **David Villarino - Superintendent EPIC**
   a. Executive Reports
   b. Proposed Quarterly Board Meeting Dates for Fiscal Year 2023-2024
   c. College Concept Presentation by Dr. Mitchel Seal & Dr. Baba Adam
   d. Re-election of Officers and Trustees for 2023-2024
   e. CTE as a Graduation Requirement- First Review
   f. Cadiz Report
   g. Consulting Services Agreement between McCabe & Company (Consultant) & FIELD

2. **Rosa Ruelas - Financial Management**
   a. EPIC 2023-24 Adopted Budget
   b. EPIC 2023-24 Salary Schedule

3. **Dr. Tamar Asatryan/Roxanna Villasenor - Educational Services, Director**
   a. Local Control Accountability Plan (LCAP) Presentation
   b. Review of Local Indicators
   c. EPIC School Calendar & Teacher Work Days
   d. CTE Early Childhood Education Course approval
   e. WASC Report
   f. ESL Plan and Results

4. **Vanessa Gutierrez - EPIC Student Services Director**
   a. Student Services Plan & Results

5. **Gustavo Olvera - EPIC Workforce Development Director**
   a. EPIC Workforce Development Report & Plan
      i.   CTE Plan & Results
      ii.   Early Childhood Education Plan & Results
      iii. Fire Fighting Plan & Results
      iv. Social Businesses Plan & Results

v.   CCEC Plan & Results
   a) Recycling
   b) Natural Resources

13. OLD BUSINESS:

14. NEW BUSINESS:
  EPIC:

1. **Action Item:** Shall FIELD's EPIC Board of Trustees approve the Proposed Quarterly Board Meeting Dates for Fiscal Year 2023-2024?

2. **Action Item:** Shall FIELD's EPIC Board of Trustees approve re-election of Officers and Trustees for **2023-2024?**

3. **Action Item:** Shall FIELD's EPIC Board of Trustees approve the Consulting Services Agreement with McCabe & Company for the Water Technology?

4. **Action Item:** Shall FIELD's EPIC Board of Trustees approve the EPIC 2023-24 Adopted Budget?

5. **Action Item**: Shall FIELD's EPIC Board of Trustees approve the EPIC 2023-24 Salary Schedule?

6. **Action Item:** Shall FIELD's EPIC Board of Trustees approve the Local Control Accountability Plan (LCAP) for the 2023-24 School Year?

7. **Action Item:** Shall FIELD's EPIC Board of Trustees approve the 2023-24 EPIC School Calendar & Teacher Work Days?

8. **Action Item:** Shall FIELD's EPIC Board of Trustees approve CTE Early Childhood Education Concentrator Course?

13. ADJOURNMENT:

Next Meeting Date: Regularly Scheduled EPIC Board Meeting; Saturday, August 26, 2023 time and location to be determined.

This Quarterly Meeting Agenda was posted at least 72 hours in advance of the meeting at FIELD, CTE Operations Center, 2240 S. Union Ave. Bakersfield, CA 93307 online on the website, and at the meeting location.

The Farmworkers Institute of Education and Leadership Development, Inc
FIELD BOARD OF DIRECTORS QUARTERLY MEETING
EPIC de Cesar Chavez Board of Trustees Meeting
MINUTES

Location: Farmworkers Institute of Education & Leadership Development
FIELD CTE Operations Center
2240 S. Union Ave
Bakersfield, CA 93307

Zoom Meeting/Teleconference Location:
https://us02web.zoom.us/j/88653847587
Meeting ID: 886 5384 7587 By Phone (669) 900-9128

Saturday, March 11, 2023 at 9:00 am

NOTE: In compliance with the Americans with Disabilities Act if you need special assistance to participate in the meeting, please contact us 48 hours prior to the meeting.

ON THE WEB: Agendas may be viewed at www.farmworkerinstitute.org

1. MEETING CALLED TO ORDER: *Mr. Villarino called the meeting to order at 9:03 am*
2. ESTABLISH A QUORUM: *Secretary Patrick Pine established quorum at 9:05am*

Roll Call:

David Villarino *(present)*   Dr. Nora Dominguez *(present)*
Dr. Mark Martinez *(present)*   Dr. Jesse Ortiz *(present, by video conference*, *State Emergency)*
Nadia Villagran *(present)*   Ines De Luna *(present, by video conference, State Emergency*)

 Nonvoting:
 Patrick Pine, Secretary *(present)*
 Michael Gomez, Treasurer *(present, by video conference*)

Staff Present:

Rosa Ruelas *(present)*   Dr. Tamar Asatryan *(present)*   Vanessa Gutierrez *(present)*
Maria Rawls *(present)*   Silva Ohannessian *(present)*   Ruby Torres *(present)*
Gustavo Olvera *(present)*   Andres Lopez *(present)*   Christopher Blood *(present)*
Dave Weaver *(present)*   Adonis Galarza-Toledo *(present)*   Carolyn Coffey *(present)*
Steven Watkins *(present)*   Susana Navarro-Llamas *(present)*

3. SALUTE TO THE FLAG / FARMWORKER POEM

Farmworker Poem was recited by Nadia Villagran

4. ADOPTION OF THE AGENDA

Mr. Villarino asked everyone to review the agenda, there were no comments. Chair entertained a motion to adopt the Agenda for FIELD. Ines De Luna moved, Mark Martinez seconded the motion. There was no discussion and the motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.

Ayes: 6 (all Trustees in attendance)
Absent: 0
Abstein: 0

5. OPEN PUBLIC FORUM
It is appropriate for the public to address the FIELD Board regarding items of public interest within the jurisdiction of the board before or during the Board's consideration of the items. Time allowed may be limited to three minutes per item. If a large number wishes to speak on a specific item, the board may limit total input to 30 minutes on any item. Individuals or groups may address the board on items not listed on the agenda; however, no action can or will be taken on the unlisted items.
Further, Education Code §35145.5 also establishes the right of the public to place items on the agenda directly relating to business of the FIELD/EPIC Board of Directors. Agenda requests must be made in writing ten days prior to board meetings.

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Mr. Villarino opened the public forum at 9:10 am. He asked if there were any comments by the public. There were none.

6. CLOSE PUBLIC FORUM
Public forum closed at 9:12 am

7. CLOSED SESSION
The board may call for a closed session to discuss confidential personnel matters, potential litigation, or other matters allowed under the Brown Act.

No items for closed session

8. OPEN SESSION

I. FIELD INFORMATION ITEMS:

1. **David Villarino - President CEO**
   a. Joseph Casas Update
   b. John C. Lemmo, General Counsel
   c. Overview on State Budget

Mr. Villarino shared with the board of directors that our General Counsel Joseph Casas will be stepping down, in his place we have asked Mr. John Lemmo, Attorney and an expert in Charter schools to join our organization.

Rosa Ruelas - Financial Management
   d. Financials
   e. 2021-22 Fiscal Audit
   f. Selection of the Auditor for Fiscal Year 2022-23

Rosa Ruelas shared the FIELD Balance Sheet as of January 31, 2023 containing Total Assets, Total Liabilities with a Total Liabilites and Net Assets of $8,873,146.

The combined Revenue and Expense Statement Actuals were reviewed by Rosa. This report reflects Actuals, Year to Date Budget & Variance.

Rosa also shared the 2021-22 Fiscal Audit and the selection of the Auditor for FY 2022-23.

2. **Silva Ohannessian - Human Resources Director**
   a. Human Resources Report
Silva Ohannessian, Human Resources Director shared her HR report to the board of directors.

3. **Maria Rawls - FIELD Advancement**
   a. Real Estate Report
      i. Construction & Development
   b. Marketing
      i. General Update
      ii. Campaigns
Maria Rawls, FIELD Advancement went over the Real Estate & Marketing Reports with the board of directors.

4. **Dr. Tamar Asatryan - Strategic Initiatives**
   a. Strategic Initiatives Report; Plan & Results
   b. OSY 22-23 Grant
Dr. Tamar Asatryan reported on the Strategic Initiatives Report Plan & results, Dr. Asatryan also went over the OSY 2022-23 Grant with the board of directors.

II. EPIC

1. MEETING CALLED TO ORDER: *Mr. Villarino called the meeting to order at 11:45 am*
2. ESTABLISH A QUORUM: *Secretary Patrick Pine established quorum at 11:46 am*

Roll Call:

David Villarino *(present)*   Dr. Nora Dominguez *(present)*
Dr. Mark Martinez *(present)*   Dr. Jesse Ortiz *(present, by video conference*, *State Emergency)*
Nadia Villagran *(present)*   Ines De Luna *(present, by video conference, State Emergency*)

Nonvoting:

Patrick Pine, Secretary *(present)*
Michael Gomez, Treasurer *(present, by video conference*)

3. ADOPTION OF THE AGENDA

Chair entertained a motion to adopt the Agenda for EPIC. Nora Dominguez moved, Jesse Ortiz seconded the motion. There was no discussion and the motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.

Ayes: 6 (all Trustees in attendance)
Absent: 0
Abstein: 0

4. OPEN PUBLIC FORUM

It is appropriate for the public to address the FIELD Board regarding items of public interest within the jurisdiction of the board before or during the Board's consideration of the items. Time allowed may be limited to three minutes per item. If a large number wishes to speak on a specific item, the board may limit total input to 30 minutes on any item. Individuals or groups may address the board on items not listed on the agenda; however, no action can or will be taken on the unlisted items.
Further, Education Code §35145.5 also establishes the right of the public to place items on the agenda directly relating to business of the FIELD/EPIC Board of Directors. Agenda requests must be made in writing ten days prior to board meetings.
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Mr. Villarino opened the public forum at 11:48 am. He asked if there were any comments by the public. There were none.

5. CLOSE PUBLIC FORUM
Public forum closed at 11:49am

6. CLOSED SESSION
The board may call for a closed session to discuss confidential personnel matters, potential litigation, or other matters allowed under the Brown Act.

No items for closed session

7. OPEN SESSION

8) APPROVAL OF THE CONSENT AGENDA FOR EPIC:
All consent agenda items for the FIELD/EPIC BOARD OF DIRECTORS are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval recommended on all items listed:

    a) *Approval of Minutes from September 24, 2022*
    b) *Approval of Minutes from December 10, 2022*

Mr. Villarino asked the Board Members to review Minutes from September 24, 2022 & December 10, 2022 to be approved simultaneously. Board Trustee Jesse Ortiz made a motion to vote on the Minutes separately. Nadia Villagran moved, Nora Dominguez Seconded. There was no discussion, motion approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
Ayes: 6 (all Trustees in attendance)
Abstein: 0
Absent: 0
*Mr. Villarino asked the Board Members to review Minutes from **September 24, 202**2. Nadia Villagran moved, Nora Dominguez Seconded. There was no discussion, motion approved by Mark Martinez, Ines De Luna, Nora Dominguez, Nadia Villagran, David Villarino.*
Ayes: 5
Abstein: 1, Jesse Ortiz
Absent: 0
*Mr. Villarino asked the Board Members to review Minutes from **December 10, 2022**. Jesse Ortiz moved, Ines De Luna seconded. There was no discussion, motion approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.*
Ayes: 6 (all Trustees in attendance)
Abstein: 0
Absent: 0

9) EPIC DE CESAR CHAVEZ REPORTS: THE BOARD MAY, IF TIME PERMITS, TAKE BOARD REPORTS AND SUPERINTENDENT'S REPORT AT ANY TIME DURING THE MEETING AND NOT AT A SPECIFIC TIME.
There is very limited board discussion, between the board, except to ask questions or refer matters to staff, and no action will be taken unless listed elsewhere on the agenda or on a subsequent agenda.

10) EPIC INFORMATION ITEMS

1. **David Villarino - Superintendent EPIC**
   a. Executive Summary
   b. Administrative Update
   c. Program Update
   d. Annual Statement of Economic Interest Form 700
   e. Gregorio C. Cervantes, Potential Board Trustee
   f. EPIC High School Safety Plan

   Mr. Villarino discussed Annual Statement of Economic Interest Form 700 which is due by by March 31, 2023 by all board of trustees.
   Mr. Villarino shared Mr. Gregorio Cervantes's resume for Director of FIELD and Trustee for EPIC.

2. **Rosa Ruelas - Financial Management**
   a. 2nd Interim Report
   b. 2021-22 Fiscal Audit
   c. Selection of the Auditor for Fiscal Year 2022-23

   EPIC's 2nd Interim Report was reviewed by Rosa Ruelas and shared with the board of Trustees. The 2nd Interim report Total Revenue Projected as of 06/30/2023 is $8,343,261 with a total projected ADA of 330, Overall expenses $8,682,231. The Net Increase (Decrease) In Fund Balance reflects a negative balance of ($338, 970) with a fund balance of $4,410,636 as of July 1, 2023. Rosa continued with the Multi Year Projection for the next two years and the Assumptions and Cashflow projections.

   Rosa also discussed and shared the 2021-22 Fiscal Audit and the selection of the Auditor for Fiscal Year 2022-23

3. **Ruby Torres - Acting Instructional Services Assistant Director**
   a. EPIC Plan & Results
   b. Bell Schedule Update for Riverside & S. Bakersfield Sites
   Ruby Torres, Acting Instructional Services Assistant Director shared the EPIC Plan & Results & the Bell Schedule Update for Riverside & S. Bakersfield sites. Ruby reviewed the EPIC High School Safety Plan with the board of directors.

4. **Vanessa Gutierrez - EPIC Student Services Director**
   a.   Student Services Plan & Results

Vanessa Gutierrez, EPIC Student Services Director shared the Student Services Plan & Results with the board of trustees.

5. **Gustavo Olvera - EPIC Workforce Development Director**
   a.   EPIC Workforce Development Report & Plan
      i.   CTE Plan & Results
      ii.   CCEC Plan & Results
      iii.   Recycling Plan & Results
      iv.   Natural Resources
      v.   Early Childhood Education Plan & Results
      vi.   Fire Fighting Plan & Results
   b.   Environmentally Preferrable Purchasing Practices

Gustavo Olvera, EPIC Workforce Development Director shared the EPIC Workforce Development Report & Plan, his team also presented the CTE, CCEC, Recycling, Natural Resources, Early Childhood Education & Fire Fighting Plan & Results.
Gustavo Olvera also discussed the Environmental Preferabe Purchasing Practices with the board Trustees.

11. **OLD BUSINESS:**

12. **NEW BUSINESS:**
    FIELD/EPIC:

1. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve the 2nd Interim Report?
   Chair entertained a motion to approve the 2nd Interim Report. Jesse Ortiz moved, Nadia Villagran seconded. Item discussed during information Items, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

2. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve 2021-22 Fiscal Audit?
   Chair entertained a motion to approve the 2021-22 Fiscal Audit. Nora Dominguez moved, Mark Martinez seconded. Item discussed during information Items, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

3. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve the selection of the auditor for fiscal year 2022-23?
   Chair entertained a motion to approve the selection of the auditor for fiscal year 2022-23. Nadia Villagran moves, Nora Dominguez seconded the motion. Item discussed during information Items, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

4. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve EPIC High School Safety Plan?
   Chair entertained a motion to approve the EPIC High School Safety Plan. Mark Martinez moved, Jesse Ortiz seconded. Item discussed during information Items, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

5. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve the additional hours to bell schedules for Riverside and S. Bakersfield EPIC Sites?
   Chair entertained a motion to approve the additional hours to bell schedules for Riverside and S. Bakersfield EPIC Sites. Nadia Villagran moved, Nora Dominguez seconded the motion. No discussion, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

6. **Action Item**: Shall the FIELD Board of Directors/EPIC Board of Trustees approve the OSY 2022-23 Grant Agreement?
   Chair entertained a motion to approve the OSY 2022-23 Grant Agreement. Mark Martinez moved, Nadia Villagran seconded. No discussion, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

7. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve the Environmentally Preferrable Purchasing Practices?
   Chair entertained a motion to approve the Environmental Preferrable Purchasing Practices.

Nora Dominguez moved, Mark Martinez seconded. No discussion, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
Ayes: 6 (all Trustees in attendance)
Abstein: 0
Absent: 0

8. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve to establish an Audit Committee?
   Chair entertained a motion to approve to establish an Audit Committee. Nora Dominguez moved, Mark Martinez seconded. No discussion, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

9. **Action Item:** Shall the FIELD Board of Directors/EPIC Board of Trustees approve Greg Cervantes as Director of FIELD and Trustee for EPIC?
   Chair entertained a motion to approve Greg Cervantes as Director of FIELD and Trustee for EPIC. Jesse Ortiz moved, Nadia Villagran seconded the motion. No discussion, motion was approved by Mark Martinez, Ines De Luna, Nora Dominguez, Jesse Ortiz, Nadia Villagran, David Villarino.
   Ayes: 6 (all Trustees in attendance)
   Abstein: 0
   Absent: 0

13. ADJOURNMENT:

Chair entertained a motion to adjourn, Mark Martinez moved, Nora Dominguez seconded. No discussion, motion was approved unanimously. Meeting adjourned at 3:34pm.
Ayes: 6 (all Trustees in attendance approved motion)
Abstein: 0
Absent: 0

Next Meeting Date: Regularly Scheduled FIELD Board Meeting; Saturday, June 24, 2023 time and location to be determined.

This Quarterly Meeting Agenda was posted at least 72 hours in advance of the meeting at FIELD, CTE Operations Center, 2240 S. Union Ave. Bakersfield, CA 93307 online on the website, and at the meeting location.

Farmworkers Institute of Education and Leadership Development (FIELD)

EPIC Board of Trustees
FIELD Board of Directors

Board Meeting Dates 2023-2024

August 26, 2023

December 9, 2023

March 9, 2024

June 22, 2024

FIELD of Vision

If we can SEE it, we can BE it

Credit-Bearing, Certificate & Credential-Eligible

Accredited Transcript & Degree Granting

Undergraduate Higher Education Institution

Who We Are

Baba

- Sr. Administrator
  - Nearly 30 years

- Research
- Planning
- Accreditation

Mitch

- Kern County Property Tax-Payer
- CA Board of Registered Nursing
- CSUB/Univ. Pacific Graduate
- Faculty: KCCD & CSUB
- CA Registered Nurse
- CA Interagency Council on Veterans
- Keynote Speaker, S. CA Vet Summit

Mitch's Background

Founded
- Medical Education & Training Campus
- UIW School of Online Learning
- Acadeum Course Sharing Network
- College of Allied Health Sciences

Sr. Academic Advisor
- Under Secretary of Defense (P&R)
- Chairman of the Joint Chiefs of Staff

JOINING FORCES

MILITARY MEDICS AND CORPSMEN PROGRAM
Virginia Department of Veterans Services
Military Medics and Corpsmen Program
JULY 1, 2016

COLLEGE CREDIT FOR HEROES

INTERMEDIATE CARE TECHNICIAN
Angels of Mercy
ICARE to Serve Those Who Serve

National Impact

MCMC
Multi-State Collaborative on Military Credit

THE CREDIT THEY DESERVE
MAP
MILITARY ARTICULATION PLATFORM

Local Impact

Becoming the Vision

Phase I – COE (18 months)

- Application: 3 weeks to a 3 months

- Self-Study: 6 to 12 months

- Site Visit: 6ish months

- Review & Decision: 2 – to 3 months

Phase II – WASC (18 months)

- Crosswalk: 6 months*

- Self-Study: 6 to 12 months

- Application: 3 weeks to 3 months

- Site Visit: 6 months

- Review & Decision: 2 to 3 months

Focusing the Vision

- High Value Industry Credential Eligibility

- Full Undergraduate Scope

- Consortia

- Military Ready
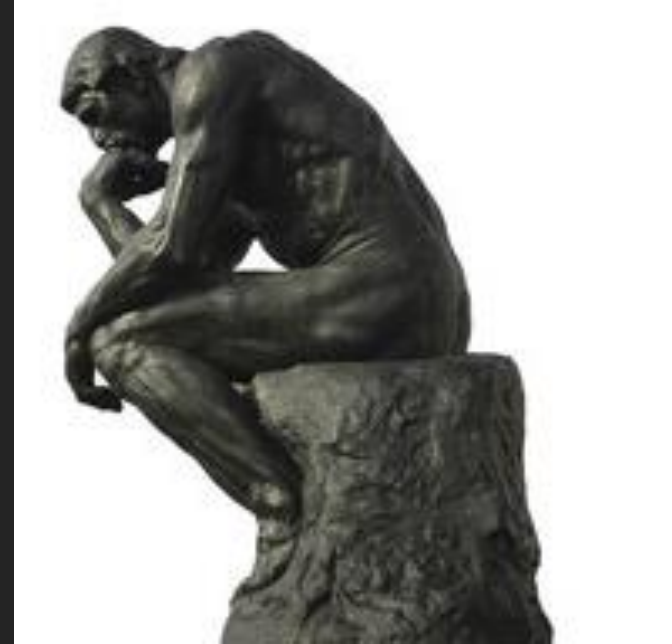
Consortium

Acadeum

Student Progress
Improve retention and graduation rates with more robust scheduling options

Academic Innovation
Leverage courses from partner institutions to fill gaps and expand programs

Process Efficiency
Simplify the transfer credit process and create more equal access to opportunities

Increased Revenue
Keep at-risk, tuition-paying students enrolled and grow your online enrollments

ECMC Group   LearnCapital   Lumina FOUNDATION   RETHINK CAPITAL PARTNERS   NEXT COAST VENTURES   SOCRATIC VENTURES

Military Ready

- **Code Equivalency**
  - Military Occupational Code
  - Standard Occupational Code
  - Classification of Instructional Programs

- **Credential Equivalency**
  - High Need, Value & Pay

- **DoD Tuition Assistance**
  - $250/ Sem Hr
  - $4,500/yr
  - Credentials

- **VA GI Bill**
  - Tuition
  - Fees
  - Housing Allowance
  - Credentials

If we can SEE it, we can BE it

FIELD of Vision

Credit-Bearing, Certificate & Credential-Eligible

Accredited Transcript & Degree Granting

Undergraduate Higher Education Institution

McCabe & Company
Consulting Services Agreement

This is a Consulting Services Agreement (Agreement) between McCabe & Company (Consultant) and the Farmworker Institute of Education and Leadership (FIELD) (Client), collectively referred to as "Parties," to represent the interests of FIELD, its Workforce Development Division and affiliated social enterprises before local and state agencies to achieve program success.

<u>Scope of Services</u>

The Consultant will assist the Client in achieving its goals related to the Client's interests, including but not limited to the following:

1. Develop a strategy for satisfying all statutory requirements for development of the Client's work-based training programs and social enterprises in water conservation, groundwater management and sustainable agriculture;
2. Coordinate with the Client's business, tribal, local government and community partner organizations to advocate for streamlined approval of programs and funding for water supply projects in disadvantaged communities; and
3. Perform such other activities as as requested by the Client to enable the Client to achieve its goals.

Compensation

The Client agrees to provide to the Consultant the following compensation in return for the services as detailed in the Scope of Services above:

1. Monthly Fee: $17,500.00. Fees for the month of June shall be prorated and due upon signature of both Parties to this Agreement. Subsequent fees shall be due prospectively upon receipt of an invoice.
2. The Consultant shall be reimbursed by the Client for necessary and reasonable expenses incurred on behalf of the Client upon submittal of appropriate documentation.

Term

The term of this Agreement shall commence on June 26, 2023 and shall extend until such time as services are no longer requested by the Client.

Termination

This Agreement may be terminated by either Party upon receipt of a 30-day written notice.

Notices

All notices to the Consultant relating to this Agreement including payments of invoices shall be in writing and sent to the following address:

McCabe & Company
4712 Admiralty Blvd., #1148
Marina del Rey, CA 90292
smccabe@mccabeandcompany.net

All notices to the Clients relating to this Agreement shall be in writing and sent to the following address:

David Villarino-Gonzalez
President and Chief Executive Officer
Farmworker Institute of Education and Leadership Development
FIELD CORPORATE OFFICE
122 E. Tehachapi Blvd. Suite C,
Tehachapi, CA 93561

If this Agreement is acceptable to you, please sign and date as indicated below.

Signature: _____   Date: _____6/14/23_____
　　　　　　Susan McCabe

Signature: _____   Date: _____
　　　　　　David Villarino-Gonzalez

McCabe & Company
Consulting Services Agreement

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<u>Scope of Services</u>

The Consultant will assist the Client in achieving its goals related to the Client's interests, including but not limited to the following:

1. Develop a strategy for satisfying all statutory requirements for development of the Client's work-based training programs and social enterprises in water conservation, groundwater management and sustainable agriculture;
2. Coordinate with the Client's business, tribal, local government and community partner organizations to advocate for streamlined approval of programs and funding for water supply projects in disadvantaged communities; and
3. Perform such other activities as as requested by the Client to enable the Client to achieve its goals.

Compensation

The Client agrees to provide to the Consultant the following compensation in return for the services as detailed in the Scope of Services above:

1. Monthly Fee: $17,500.00. Fees for the month of June shall be prorated and due upon signature of both Parties to this Agreement. Subsequent fees shall be due prospectively upon receipt of an invoice.
2. The Consultant shall be reimbursed by the Client for necessary and reasonable expenses incurred on behalf of the Client upon submittal of appropriate documentation.

Term

The term of this Agreement shall commence on June 26, 2023 and shall extend until such time as services are no longer requested by the Client.

Termination

This Agreement may be terminated by either Party upon receipt of a 30-day written notice.

Notices

All notices to the Consultant relating to this Agreement including payments of invoices shall be in writing and sent to the following address:

McCabe & Company
4712 Admiralty Blvd., #1148
Marina del Rey, CA 90292
smccabe@mccabeandcompany.net

All notices to the Clients relating to this Agreement shall be in writing and sent to the following address:

David Villarino-Gonzalez
President and Chief Executive Officer
Farmworker Institute of Education and Leadership Development
FIELD CORPORATE OFFICE
122 E. Tehachapi Blvd. Suite C,
Tehachapi, CA 93561

If this Agreement is acceptable to you, please sign and date as indicated below.

Signature: _____   Date: _____6/14/23_____
            Susan McCabe

Signature: _____   Date: _____
            David Villarino-Gonzalez

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: EPIC de Cesar Chavez
(continued)
CDS #: 29 10298 0130823
Charter Approving Entity: Nevada County Office of Education
County: Nevada
Charter #: 1680
Fiscal Year: 2023/2024

Description	Object Code	Current Budget Year	Total
A. REVENUES AND OTHER FINANCING SOURCES			
1. LCFF/Revenue Limit Sources	8010-8099	7,404,094	7,404,094
2. Federal Revenues	8100-8299	665,277	665,277
3. Other State Revenues	8300-8599	845,413	845,413
4. Other Local Revenues	8600-8799	-	-
5. Other Revenues		1,500,000	1,500,000
6. Total, Revenues		10,414,784	10,414,784
B. EXPENDITURES AND OTHER FINANCING USES			
1. Certificated Salaries			
a. Certificated Teachers' Salaries	1100	2,289,799	2,289,799
b. Certificated Pupil Support Salaries	1200	253,701	253,701
c. Certificated Supervisors' and Administrators' Salaries	1300	-	-
d. Other Certificated Salaries	1900	-	-
e. Total, Certificated Salaries		2,543,500	2,543,500
2. Non-certificated Salaries			
a. Non-certificated Instructional Aides' Salaries	2100	350,324	350,324
b. Non-certificated Support Salaries	2200	703,440	703,440
c. Non-certificated Supervisors' and Administrators' Sal.	2300	1,464,278	1,464,278
d. Clerical and Office Salaries	2400	1,259,093	1,259,093
e. Other Non-certificated Salaries	2900	-	-
f. Total, Non-certificated Salaries		3,777,135	3,777,135
		6,320,635.00	
3. Employee Benefits			
a. STRS	3101-3102	485,809	485,809
b. PERS	3201-3202	-	-
c. FICA	3312	234,182	234,182
d. FICAMED	3301-3302	91,649	91,649
e. Health Benefits	3401-3402	973,262	973,262
e. Pension Benefits	3412	10,771	10,771
f. Unemployment Insurance	3501-3502	33,859	33,859
g. Workers' Compensation Insurance	3601-3602	51,684	51,684
h. Other Employee Benefits	3901-3902	-	-
i. Total, Employee Benefits		1,881,216	1,881,216

Charter School Name: **EPIC de Cesar Chavez**
(continued)
CDS #: **29 10298 0130823**
Charter Approving Entity: **Nevada County Office of Education**
County: **Nevada**
Charter #: **1680**
Fiscal Year: **2023/2024**

Description	Object Code	Current Budget Year	Total
4. Books and Supplies			
a. Approved Textbooks and Core Curricula Materials	4100	160,000	160,000
b. Books and Other Reference Materials	4200	-	-
c. Materials and Supplies	4300	72,191	72,191
d. Noncapitalized Equipment	4400	274,002	274,002
e. Food	4700	280,320	280,320
f. Total, Books and Supplies		786,513	786,513
5. Services and Other Operating Expenditures			
a. Subagreements for Services	5100	-	-
b. Travel and Conferences	5200	119,891	119,891
c. Dues and Memberships	5300	4,800	4,800
d. Insurance	5400	153,988	153,988
e. Operations and Housekeeping Services	5500	94,984	94,984
f. Rentals, Leases, Repairs, and Noncap. Improvements	5600	456,548	456,548
g. Professional/Consulting Services and Operating Expend.	5800	259,948	259,948
h. Communications	5900	116,627	116,627
i. Total, Services and Other Operating Expenditures		1,206,786	1,206,786
		1,993,299.00	
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis			
a. Building & Improvemen of Building	6200	0	0
b. Equipment Replacement	6500	0	0
c. *Depreciation Expense (for accrual basis only)*	*6900*	0	0
d. Total, Capital Outlay		0	0
7. Other Outgo			
Debt Service:			
a. Indirect Cost	7000	0	0
b. Debt Service Interest	7438	25,946	25,946
c. Total, Other Outgo		25,946	25,946
8. TOTAL EXPENDITURES		10,221,096	10,221,096
C. NET INCREASE (DECREASE) IN FUND BALANCE		193,688	193,688
D. FUND BALANCE			
1. Beginning Fund Balance			
a. As of July 1	9791	9,130,189	9,130,189
b. Adjustments to Beginning Balance	9793, 9795		-
c. Adjusted Beginning Balance		9,130,189	9,130,189
2. Ending Fund Balance, June 30 (C + D.1.c.)		9,323,877	9,323,877
Reserves		91.22%	91.22%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: **EPIC de Cesar Chavez**

(continued)

CDS #: **29 10298 0130823**

Charter Approving Entity: **Nevada County Office of Education**

County: **Nevada**

Charter #: **1680**

Fiscal Year: **2023/2024**

This charter school uses the following basis of accounting:

X   **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☐   **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Totals for 2022/23	Totals for 2023/24	Totals for 2024/25
A. REVENUES AND OTHER FINANCING SOURCES				
1. LCFF/Revenue Limit Sources	8010-8099	7,404,094	9,726,131	10,068,276
2. Federal Revenues	8100-8299	665,277	-	-
3. Other State Revenues	8300-8599	845,413	290,763	291,589
4. Other Local Revenues	8600-8799	-	-	-
5. Other Revenues		1,500,000		
6. Total, Revenues		10,414,784	10,016,894	10,359,865
B. EXPENDITURES AND OTHER FINANCING USES				
1. Certificated Salaries				
a. Certificated Teachers' Salaries	1100	2,289,799	2,358,493	2,429,248
b. Certificated Pupil Support Salaries	1200	253,701	261,312	269,151
c. Certificated Supervisors' and Administrators' Salaries	1300	-	-	-
d. Other Certificated Salaries	1900	-	-	-
e. Total, Certificated Salaries		2,543,500	2,619,805	2,698,399
2. Non-certificated Salaries				
a. Non-certificated Instructional Aides' Salaries	2100	350,324	360,834	371,659
b. Non-certificated Support Salaries	2200	703,440	724,543	746,279
c. Non-certificated Supervisors' and Administrators' Sal.	2300	1,464,278	1,508,206	1,553,453
d. Clerical and Office Salaries	2400	1,259,093	1,296,866	1,335,772
e. Other Non-certificated Salaries	2900	-	-	-
f. Total, Non-certificated Salaries		3,777,135	3,890,449	4,007,163
3. Employee Benefits				
a. STRS	3101-3102	485,809	500,383	515,394
b. PERS	3201-3202	-	-	-
c. FICA	3312	234,182	241,208	248,444
d. FICAMED	3301-3302	91,649	94,399	97,231
e. Health Benefits	3401-3402	973,262	1,002,460	1,032,534
e. Pension Benefits	3412	10,771	11,094	11,427
f. Unemployment Insurance	3501-3502	33,859	34,875	35,921
g. Workers' Compensation Insurance	3601-3602	51,684	53,235	54,832
h. Other Employee Benefits	3901-3902	-	-	-
i. Total, Employee Benefits		1,881,216	1,937,653	1,995,782

Charter School Name: **EPIC de Cesar Chavez**

(continued)

CDS #: **29 10298 0130823**

Charter Approving Entity: **Nevada County Office of Education**

County: **Nevada**

Charter #: **1680**

Fiscal Year: **2023/2024**

This charter school uses the following basis of accounting:

X   **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

     Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Totals for 2022/23	Totals for 2023/24	Totals for 2024/25
4. Books and Supplies				
a. Approved Textbooks and Core Curricula Materials	4100	160,000	50,000	50,000
b. Books and Other Reference Materials	4200	-	-	-
c. Materials and Supplies	4300	72,191	74,357	76,587
d. Noncapitalized Equipment	4400	274,002	16,502	16,997
e. Food	4700	280,320	288,730	297,391
f. Total, Books and Supplies		786,513	429,588	440,976
5. Services and Other Operating Expenditures				
a. Subagreements for Services	5100	-	-	-
b. Travel and Conferences	5200	119,891	123,488	127,192
c. Dues and Memberships	5300	4,800	4,944	5,092
d. Insurance	5400	153,988	158,608	163,366
e. Operations and Housekeeping Services	5500	94,984	97,834	100,769
f. Rentals, Leases, Repairs, and Noncap. Improvements	5600	456,548	470,244	484,352
g. Professional/Consulting Services and Operating Expend.	5800	259,948	267,746	275,779
h. Communications	5900	116,627	120,126	123,730
i. Total, Services and Other Operating Expenditures		1,206,786	1,242,990	1,280,279
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual				
a. Building & Improvemen of Building	6200	0	0	0
b. Equipment Replacement	6500	0	0	0
c. Depreciation Expense (for accrual basis only)	*6900*	0	0	0
d. Total, Capital Outlay		0	0	0
7. Other Outgo				
Debt Service:				
a. Indirect Cost	7000	0	0	0
b. Debt Service Interest	7438	25,946	25,946	25,946
c. Total, Other Outgo		25,946	25,946	25,946
8. TOTAL EXPENDITURES		10,221,096	10,146,431	10,448,545
C. NET INCREASE (DECREASE) IN FUND BALANCE		193,688	(129,537)	(88,680)
D. FUND BALANCE				
1. Beginning Fund Balance				
a. As of July 1	9791	9,130,189	9,323,877	9,194,340
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00
c. *Adjusted Beginning Balance*		9,130,189	9,323,877	9,194,340
2. Ending Fund Balance, June 30 (C + D.1.c.)		9,323,877	9,194,340	9,105,660
Reserves		91.22%	90.62%	87.15%

EPIC De Cesar Chavez
2023-24 Adopted Budget Report
Cashflow Projection

DESCRIPTION	OBJECT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	ACCRUAL	TOTAL	DATA INPUT/ Budget
	N/A															
A. BEGINNING CASH		4,662,319	4,140,071	3,929,673	3,212,069	4,420,473	4,136,457	3,902,294	3,482,309	3,198,110	3,293,060	3,347,145	3,504,422			
B. RECEIPTS																
General Purpose (LCFF)																
Property Taxes																0
State Aid & EPA	8010-8099	0	270,109	270,109	486,196	486,196	486,196	486,196	486,196	885,457	885,457	885,457	885,457	885,442	7,398,468	7,398,468
ELO/CSI Grant	8300-8599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue Meal Reimb		0	0	9,606	9,606	9,606	9,606	9,606	9,606	9,606	9,606	9,606	9,606	19,213	115,277	115,277
State Revenue Meal Reimb		0	0	7,294	7,294	7,294	7,294	7,294	7,294	7,294	7,294	7,294	7,294	14,589	87,532	87,532
Other State Revenue (Facilities Grant)		0	0	0	0	0	0	0	0	84,429	0	42,215	0	42,215	168,858	168,858
Other State Revenue (SELPA)	8300-8599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mandate Block Grant & One Time Funds	8300-8599	0	0	0	0	0	18,590	0	0	0	0	0	0	0	18,590	18,590
State Lottery	8300-8599	0	0	0	0	0	20,920	0	0	20,920	0	0	20,920	20,920	83,679	83,679
Educator Effectiveness Funds	8300-8599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Revenue (WIOA Title II Grant)	8300-8599	0	0	0	0	0	163,440	0	0	163,440	0	0	0	326,881	653,761	653,761
Other State Revenue (Career Technical Educati	8300-8599	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Misc Revennue	8300-8599	0	0	0	1,500,000	0	0	0	0	0	0	0	0	0	1,500,000	1,500,000
FIELD/Cash Receipts		41,932	39,043	52,275	39,632	39,043	0	39,632	39,043	0	39,632	39,043	39,043	0	0	0
TOTAL RECEIPTS		41,932	309,152	339,285	2,042,729	542,140	706,047	542,729	542,140	1,171,147	941,990	983,616	962,321	1,309,258	10,026,165	10,026,165
C. DISBURSEMENTS																
Certificated Teachers Salaries	1100	0	0	228,980	228,980	228,980	228,980	228,980	228,980	228,980	228,980	228,980	228,980	0	2,289,799	2,289,799
Certificated Pupil Support Salaries	1200	0	0	25,370	25,370	25,370	25,370	25,370	25,370	25,370	25,370	25,370	25,370	0	253,701	253,701
Certificated Supervisor & Adm Salaries	1300	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Certificated Instructional Aides	2100	25,950	25,950	38,925	25,950	25,950	25,950	25,950	25,950	38,925	25,950	25,950	25,950	12,975	350,324	350,324
Non-Certificated Support Salaries	2200	52,107	52,107	78,160	52,107	52,107	52,107	52,107	52,107	78,160	52,107	52,107	52,107	26,053	703,440	703,440
Non-Certificated Supervisor & Adm Salaries	2300	108,465	108,465	162,698	108,465	108,465	108,465	108,465	108,465	162,698	108,465	108,465	108,465	54,233	1,464,278	1,464,278
Clerical and Office Salaries	2400	93,266	93,266	139,899	93,266	93,266	93,266	93,266	93,266	139,899	93,266	93,266	93,266	46,633	1,259,092	1,259,092
Benefits - STRS	3101-3102	0	0	0	48,581	48,581	48,581	48,581	48,581	48,581	48,581	48,581	48,581	48,580	485,808	485,808
Benefits -FICA	3312	17,347	17,347	26,020	17,347	17,347	17,347	17,347	17,347	26,020	17,347	17,347	17,347	8,673	234,182	234,182
Benefits - FICAMED	3301-3302	4,057	4,057	9,773	7,745	7,745	7,745	7,745	7,745	9,773	7,745	7,745	7,745	2,028	91,649	91,649
Health Benefits	3401-3402	44,704	80,518	80,518	80,518	80,518	80,518	80,518	80,518	80,518	80,518	80,518	80,518	42,859	973,262	973,262
Benefits - Pension	3412	558	820	1,196	820	820	820	820	820	1,196	820	820	820	444	10,771	10,771
Benefits - Unemployment Insurance	3501-3502	929	0	0	8,233	0	0	8,233	0	0	8,233	0	0	8,232	33,859	33,859
Benefits - Workers Comp	3601-3602	4,135	4,135	4,135	4,135	4,135	4,135	4,135	4,135	4,135	4,135	4,135	4,135	2,067	51,684	51,684
Approved Texbooks and Core Curricula Mater	4100	0	0	53,333	0	0	0	53,333	0	0	53,333	0	0	0	160,000	160,000
Material/Supplies	4300	6,016	6,016	6,016	6,016	6,016	6,016	6,016	6,016	6,016	6,016	6,016	6,016	0	72,191	72,191
Noncapitalized Equipment	4400	102,000	2,000	77,000	2,000	2,000	2,000	77,000	2,000	2,000	2,000	2,000	2,000	0	274,002	274,002
Food	4700	0	23,360	23,360	23,360	23,360	23,360	23,360	23,360	23,360	23,360	23,360	23,360	23,360	280,320	280,320
Travel/Conference	5200	9,222	9,222	9,222	9,222	9,222	9,222	9,222	9,222	9,222	9,222	9,222	9,222	9,222	119,891	119,891
Dues and Membership	5300	3,200	0	0	0	0	0	0	0	700	0	0	900	0	4,800	4,800
Insurance	5400	12,832	12,832	12,832	12,832	12,832	12,832	12,832	12,832	12,832	12,832	12,832	12,832	0	153,987	153,987
Operation and Housekeeping Services	5500	7,915	7,915	7,915	7,915	7,915	7,915	7,915	7,915	7,915	7,915	7,915	7,915	0	94,984	94,984
Rentals, Leases, Repairs & Noncap Improveme	5600	38,046	38,046	38,046	38,046	38,046	38,046	38,046	38,046	38,046	38,046	38,046	38,046	0	456,548	456,548
Professional/Consulting Services and Operatir	5800	21,662	21,662	21,662	21,662	21,662	21,662	21,662	21,662	21,662	21,662	21,662	21,662	0	259,948	259,948
Communications	5900	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	9,719	0	116,627	116,627
Building & Improvement of Building	6200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Equipment	6200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service	7438	2,050	2,113	2,109	2,037	2,100	2,029	2,092	2,283	2,283	2,283	2,283	2,284	0	25,946	25,946
FIELD/Cash Disbursement		0	0	0	0	0	114,126	0	0	98,187	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		564,180	519,550	1,056,889	834,326	826,156	940,210	962,714	826,339	1,076,197	887,905	826,339	827,240	285,360	10,221,093	10,221,093
D. PRIOR YEAR TRANSACTIONS																
Accounts Receivable (Regular)		0	0	0	0	0	0	0	0	0	0	0	0		0	
Accounts Receivable (Due From)		0	0	0	0	0	0	0	0	0	0	0	0		0	
Other		0	0	0	0	0	0	0	0	0	0	0	0		0	
Accounts Payable		0	0	0	0	0	0	0	0	0	0	0	0		0	
Accounts Payable (Due To)		0	0	0	0	0	0	0	0	0	0	0	0		0	
Deferred Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0	
TOTAL PRIOR YEAR TRANSACTIONS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	
E. NET INCREASE/DECREASE (B-C+D)		(522,248)	(210,398)	(717,604)	1,208,404	(284,016)	(234,164)	(419,985)	(284,199)	94,949	54,085	157,277	135,081	1,023,898	(194,928)	
F. ENDING CASH (A + E)		4,140,071	3,929,673	3,212,069	4,420,473	4,136,457	3,902,294	3,482,309	3,198,110	3,293,060	3,347,145	3,504,422	3,639,503			

Budget State Revenues	Assumption/Info	Estimated Actual 2023-24	Assumption/Info	MYP 2024-25	MYP 2025-26
Enrollment		525		800	800
School UDC	96.74%	508	96.74%	774	774
District (Palm Springs Unified)	97.40%		97.40%		
	Adopted Budget ADA 2023-2024	413.00		520.00	520.00
General Purpose $/ADA	LCFF Calulator	$ 17,928.00	LCFF Calulator	$ 18,704.00	$ 19,362.00
EPA $/ADA	LCFF Calulator	$ -	LCFF Calulator	$ -	$ -
	Total LCFF Funding	**$17,928.00**		**$18,704.00**	**$19,362.00**
Other State Revenues	Assumption				
Lottery ADA (w/1.0446)	Annual ADA 2023-24	353.07		431.42	431.42
Lottery	$237	$83,679		$98,364	$98,364
Mandated Block Grant	$55/PY ADA	$18,590		$23,541	$24,367
SB 740 Facilities	75% of Rent or $750/ADA @ 12 Learning Centers	$168,858		$168,858	$168,858
WIOA Title II Adult Ed & Family Act Grant, Career Technical Education Incentive Grant, Meal Nutrition Reimb, A-G Grant, Arts,Music Blk Grnt,LREBG and State allocation Grant		$2,739,562		$0	$0
Total		$3,010,689		$290,763	$291,589

$2,345,413

Object Code Certificated	Staffing FTE	Assumption/Info	Estimated Actual 2023-24	Assumption/Info	MYP 2024-25	MYP 2025-26
1100	Certificated Staff	30 Teachers	30.00		30.00	30.00
1200	Certificated Pupil Support	4.5 Pupil Support	4.50		4.50	4.50
1300	Certificated Admin		0.00		0.00	0.00
	Total Certificated		34.50		34.50	34.50
Classified						
2100	Non Certificated Instructional Aide		11.00		11.00	11.00
2200	Non-Certificated Support		12.00		12.00	12.00
2300	Non Certificated Supervisors/Admin		15.50		15.50	15.50
2400	Non-Certificated Clerical and Office		28.00		28.00	28.00
	Total Classified		66.50		66.50	66.50
	Total FTE		101.00		101.00	101.00

Object Code Certificated	Staffing $/FTE	Assumption/Info	Estimated Actual 2023-24	Assumption/Info	MYP 2024-25	MYP 2025-26
	COLA	SSC Dartboard	8.22%		3.94%	3.29%
1100	Certificated Staff		$76,327		$78,616	$80,975
1300	Certificated Admin		$0		$0	$0
Classified						
2100	Non Certificated Instructional Aide		$31,848		$32,803	$33,787
2200	Non-Certificated Support		$58,620		$60,379	$62,190
2300	Non Certificated Supervisors/Admin		$94,470		$97,304	$100,223
2400	Non-Certificated Clerical and Office		$44,968		$46,317	$47,706

* 23-24 equal actual annual salaries/averages for each classification

Object Code	Calculation		Estimated Actual		MYP	MYP
Certificated			2023-24*		2024-25	2025-26
1100	Certificated Staff		$2,289,799		$2,358,493	$2,429,248
1200	Certificated Pupil Support		$253,701		$261,312	$269,151
1300	Certificated Admin		$0		$0	$0
	Total Certificated		$2,543,500		$2,619,805	$2,698,399
Classified						
2100	Non Certificated Instructional Aide		$350,324		$360,834	$371,659
2200	Non-Certificated Support		$703,440		$724,543	$746,279
2300	Non Certificated Supervisors/Admin		$1,464,278		$1,508,206	$1,553,453
2400	Non-Certificated Clerical and Office		$1,259,093		$1,296,866	$1,335,772
	Total Classified	Amount reflect WIOA Title II, compensation for classified staff only.	$3,777,135		$3,890,449	$4,007,163
	Total Salaries		$6,320,635		$6,510,254	$6,705,562

Object Code	Benefits		Estimated Actual		MYP	MYP
			2023-24		**2024-25**	**2025-26**
		Percent	**19.10%**		**19.10%**	**19.10%**
3101-3102	**STRS**	Calculated on Certificated Salaries	$485,809		$500,383	$515,394
		Percent	**6.20%**		**6.20%**	**6.20%**
3312	**FICA**	Calculated on Classified Salaries	$234,182		$241,208	$248,444
		Percent	**1.45%**		**1.45%**	**1.45%**
3301-3302	**Medicare**	Calculated on total Salariers	$91,649		$94,399	$97,231
		Percent	**15.57%**		**15.57%**	**15.57%**
3401-3402	**Health and Welfare Costs**	Percentage of all salaries	$984,033		$1,013,554	$1,043,961
		Percent	**6.50%**		**6.50%**	**6.50%**
3501-3502	**Unemployement/ETT**	Based on %/$7000/Per Employee	$33,859		$34,875	$35,921
			0.82%		**0.82%**	**0.82%**
3601-3602	**Workers Compensation**	Average rate Per Classification	$51,684		$53,235	$54,832
3901-3902	**Other Benefits**	Benefit accrual of vacation and sick leave. Amount is budgeted under salaries	-			
	Total Benefits		1,881,216		$1,937,653	$1,995,783

EPIC de Cesar Chavez (130823) - 2023-24 Adopted Budget	6/16/2023			
	2022-23	**2023-24**	**2024-25**	**2025-26**
SUMMARY OF FUNDING				
General Assumptions				
COLA & Augmentation	*13.26%*	*8.22%*	*3.94%*	*3.29%*
Base Grant Proration Factor	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement				
Base Grant	$3,546,090	$4,962,195	$5,157,544	$5,327,287
Grade Span Adjustment	92,309	128,856	134,225	138,355
Supplemental Grant	701,993	971,169	1,013,797	1,053,557
Concentration Grant	980,749	1,336,248	1,403,033	1,470,094
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$5,321,141**	**$7,398,468**	**$7,708,599**	**$7,989,293**
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total LCFF Entitlement	**5,321,141**	**7,398,468**	**7,708,599**	**7,989,293**
LCFF Entitlement Per ADA	$ 16,659	$ 17,914	$ 18,665	$ 19,345
Components of LCFF By Object Code				
State Aid (Object Code 8011)	$ 5,242,040	$ 7,398,468	$ 7,708,599	$ 7,989,293
EPA (for LCFF Calculation - Resource 1400 / Object Code 8012)	$ 63,882	$ -	$ -	$ -
Local Revenue Sources:				
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	-
In-Lieu of Property Taxes (Object Code 8096)	15,219	-	-	-
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -
TOTAL FUNDING	**5,321,141**	**7,398,468**	**7,708,599**	**7,989,293**
Basic Aid Status	$ -	$ -	$ -	$ -
Excess Taxes	$ (63,882)	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ 63,882	$ -	$ -	$ -
Total LCFF Entitlement	**5,321,141**	**7,398,468**	**7,708,599**	**7,989,293**
SUMMARY OF EPA				
% of Adjusted Revenue Limit - Annual	45.21920787%	0.00000000%	0.00000000%	0.00000000%
% of Adjusted Revenue Limit - P-2	45.21920787%	0.00000000%	0.00000000%	0.00000000%
EPA (for LCFF Calculation purposes)	$ 63,882	$ -	$ -	$ -
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ 63,882	$ -	$ -	$ -
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ 6,334.00	$ -	$ -	$ -
Accrual (from Data Entry tab)	-	-	-	-

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$	3,638,399	$	5,091,051	$	5,291,769	$	5,465,642
Supplemental and Concentration Grant funding in the LCAP year	$	1,682,742	$	2,307,417	$	2,416,830	$	2,523,651
Percentage to Increase or Improve Services		46.25%		45.32%		45.67%		46.17%

SUMMARY OF STUDENT POPULATION				
Unduplicated Pupil Population				
Enrollment	470	525	525	525
COE Enrollment	-	-	-	-
Total Enrollment	**470**	**525**	**525**	**525**
Unduplicated Pupil Count	444	506	506	506
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated Pupil Count	**444**	**506**	**506**	**506**
Rolling %, Supplemental Grant	96.4700%	95.3800%	95.7900%	96.3800%
Rolling %, Concentration Grant	96.4700%	95.3800%	95.7900%	96.3800%

SUMMARY OF LCFF ADA				
Current Year ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	319.41	413.00	413.00	413.00
LCFF Subtotal	319.41	413.00	413.00	413.00
NSS	-	-	-	-
Combined Subtotal	319.41	413.00	413.00	413.00
Change in LCFF ADA (excludes NSS ADA)	319.41	413.00	413.00	413.00
	Increase	Increase	Increase	Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	319.41	413.00	413.00	413.00
Subtotal	319.41	413.00	413.00	413.00
	Current	*Current*	*Current*	*Current*
ACTUAL ADA (*Current Year Only*)				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	319.41	413.00	413.00	413.00
Total Actual ADA	319.41	413.00	413.00	413.00

TOTAL FUNDED ADA								
Grades TK-3			-		-		-	-
Grades 4-6			-		-		-	-
Grades 7-8			-		-		-	-
Grades 9-12			319.41		413.00		413.00	413.00
Total Funded ADA			**319.41**		**413.00**		**413.00**	**413.00**
Funded Difference (Funded ADA less Actual ADA)			-		-		-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA			-		-		-	-
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$		14,799	$	15,914	$	16,580 $	17,184
Grades 4-6	$		13,607	$	14,633	$	15,246 $	15,801
Grades 7-8	$		14,011	$	15,066	$	15,696 $	16,268
Grades 9-12	$		16,659	$	17,914	$	18,665 $	19,345
Base Grants								
Grades TK-3	$		9,166	$	9,919	$	10,310 $	10,649
Grades 4-6	$		9,304	$	10,069	$	10,466 $	10,810
Grades 7-8	$		9,580	$	10,367	$	10,775 $	11,129
Grades 9-12	$		11,102	$	12,015	$	12,488 $	12,899
Grade Span Adjustment								
Grades TK-3	$		953	$	1,032	$	1,072 $	1,107
Grades 9-12	$		289	$	312	$	325 $	335
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$		10,119	$	10,951	$	11,382 $	11,756
Grades 4-6	$		9,304	$	10,069	$	10,466 $	10,810
Grades 7-8	$		9,580	$	10,367	$	10,775 $	11,129
Grades 9-12	$		11,391	$	12,327	$	12,813 $	13,234
Prorated Base Grants								
Grades TK-3	$		9,166	$	9,919	$	10,310 $	10,649
Grades 4-6	$		9,304	$	10,069	$	10,466 $	10,810
Grades 7-8	$		9,580	$	10,367	$	10,775 $	11,129
Grades 9-12	$		11,102	$	12,015	$	12,488 $	12,899
Prorated Grade Span Adjustment								
Grades TK-3	$		953	$	1,032	$	1,072 $	1,107
Grades 9-12	$		289	$	312	$	325 $	335
Supplemental Grant			20%		20%		20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$		2,024	$	2,190	$	2,276 $	2,351
Grades 4-6	$		1,861	$	2,014	$	2,093 $	2,162
Grades 7-8	$		1,916	$	2,073	$	2,155 $	2,226
Grades 9-12	$		2,278	$	2,465	$	2,563 $	2,647

Actual - 1.00 ADA, Local UPP as follows:		_96.47%_		_95.38%_		_95.79%_		_96.38%_
Grades TK-3	$	1,952	$	2,089	$	2,181	$	2,266
Grades 4-6	$	1,795	$	1,921	$	2,005	$	2,084
Grades 7-8	$	1,848	$	1,978	$	2,064	$	2,145
Grades 9-12	$	2,198	$	2,351	$	2,455	$	2,551
Concentration Grant (>55% population)		65%		65%		65%		65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$	6,577	$	7,118	$	7,398	$	7,641
Grades 4-6	$	6,048	$	6,545	$	6,803	$	7,027
Grades 7-8	$	6,227	$	6,739	$	7,004	$	7,234
Grades 9-12	$	7,404	$	8,013	$	8,328	$	8,602
Actual - 1.00 ADA, Local UPP >55% as follows:		_41.4700%_		_40.3800%_		_40.7900%_		_41.3800%_
Grades TK-3	$	2,728	$	2,874	$	3,018	$	3,162
Grades 4-6	$	2,508	$	2,643	$	2,775	$	2,908
Grades 7-8	$	2,582	$	2,721	$	2,857	$	2,993
Grades 9-12	$	3,071	$	3,235	$	3,397	$	3,560

Instructional Services
Dr. Tamar Asatryan, Special Assistant for Strategic Initiatives
Quarterly Board Meeting June 24, 2023

Objective # 1: To develop and implement a comprehensive English Language Development program that will make EPIC coursework more accessible to 100% of EL students by June 30, 2023 at a cost not to exceed budget.

Results: Due to budget constraints earlier in the year, only 7 instructional aides were hired to support English language learners versus the goal of 21. Professional development on how to support ELD students was provided to teachers and teachers presented best practices on how to support ELD students during our PLC sessions.

Gap: All teachers received some training and so there is no gap in teacher training but only 7 of the 21 IAs were hired leaving a 67% gap.

Re-forecasting: In order to increase support to students and build their English language skills, FIELD was able to restart its ESL programs as of April 24 and served 113 students in the first session.

Objective # 2: To have 90% retention rate for staff, 75% retention rate for students by streamlining procedures and improving communication and consistency with EPIC High School and related programs by June 30, 2023 at a cost not to exceed budget.

Results: Our retention rate for teachers was very close to our goal of 90% at 86%. Our student retention rate was low compared to our goal. Over the school year, we enrolled 1222 students and ended up with 505 students for a retention rate of 42%.

Gap: Staff retention rate gap 67%. Student retention rate gap of 33%.

Re-forecasting: There is no need to re-forecast for next year for staff retention. Student retention rates need re-forecasting and measures need to be implemented to ensure higher student retention rates.

ESL Department
Liliana Mendez, ESL Supervisor
Quarterly Board Meeting June 24, 2023

Objective: To restart the ESL program in an online format to serve at least 100 students through 4 online ESL classes through June 30, 2023.

Results: Four sections of online ESL were started on April 24, 2023 and we registered and provided ESL instruction to 133 students. We opened up tutoring labs in Palmdale, Yuba, and Greenfield. Two full-time ESL instructors were hired to teach 2 sections of online ESL each. Also, we hired 4 tutors and 3 case managers to help the students in the first session.
The second session started on June 6th and we currently have 112 ESL students registered for the session.

Gap: There is no gap since there was no actual ESL plan from the beginning of the year. The objective for this is based on our Breaking Barriers goal of serving 100 ESL students which we did.

Reforecasting: Since we didn't start the ESL program in January when we received the BB grant, we have decided to open up an additional group of classes for the summer only. The session will run from June 26th through August 6th and we will serve an additional 100 students during the summer session. The classes will still be online but we are opening tutoring labs in Mecca, Atwater, Merced, and Salinas. We have hired two additional ESL instructors for the summer to serve the additional 100 students. We have also hired 4 PT tutors and 2 PT case managers to serve the additional students during the summer session.

Additional Information: As part of the Breaking Barriers grant, our case managers will support the online ESL students and will help them transition into the high school program and/or into the CTE pathways. The case managers are also using a spreadsheet given to us by the grant to help track data and student progress for reporting purposes. The tutors will continue supporting the ESL students in their classes and will also help the students once they enroll into their CTE pathway courses. We have also hired 2 ESL substitute teachers who are taking an online Introduction to Online Teaching and Learning course which we are teaching in house to certify them to be online instructors for us and the College of Siskiyous. Our additional ESL instructor who was hired for the summer class which will start on June 26th just completed the IOTL course and will receive her certification. I am also taking the IOTL course to support our ESL instructors in teaching online.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
EPIC de Cesar Chavez High School	Tamar Asatryan Special Assistant for Strategic Initiatives	tasatryan@fieldinstitute.org 818-585-6969

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	2	9%
Vacant Teacher Positions	1	5%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language
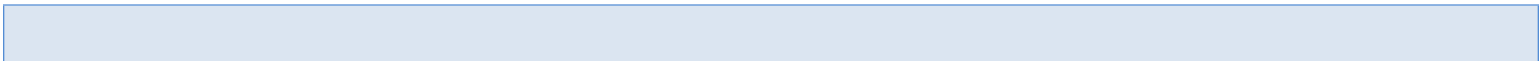
Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards		2			
Physical Education Model Content Standards			3		
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students. We strive to ensure that our students are engaged and are meeting student outcomes by making support staff available to assist them including counselors, instructional aides and other staff to support them while they receive instruction from their teachers.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students. We strive to ensure that our students are engaged and are meeting student outcomes by making support staff available to assist them including counselors, instructional aides and other staff to support them while they receive instruction from their teachers.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students. We strive to ensure that our students are engaged and are meeting student outcomes by making support staff available to assist them including counselors, instructional aides and other staff to support them while they receive instruction from their teachers. Almost all of our IAs are bilingual which helps support English language learners.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students. Students are given surveys and visited by different administrative staff who frequently ask them for their input in their education.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students. Students are given surveys and visited by different administrative staff who frequently ask them for their input in their education.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

EPIC de Cesar Chavez High School serves only adult students and primarily focuses on building relationships between staff and students. Students are given surveys and visited by different administrative staff who frequently ask them for their input in their education.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

1) A survey was disseminated to EPIC students in both English and Spanish. A total of 218 students responded to the survey, 86 in Spanish and 132 in English. One of the questions asked students if they felt we were meeting our LCAP goal #2 of providing a safe orderly school environment that promotes physical, mental, and emotional wellness and 183 students (84%) responded in the affirmative, 32 students said maybe (15%) and 3 students said "no" (1%). Based on the survey results, our LEA has decided to purchase/upgrade student devices and to provide additional technology training to our students.
Student were also asked "Do you feel you are accessing relevant curriculum that is helping you to grow and develop? If so in what areas:" and they were given options including English language development and 166 students answered that they felt they were accessing relevant curriculum to develop their English language skills which is 76% of students who replied to the survey question. A total of 68 students or 31% of students replied that they were accessing relevant material to make progress in English language arts.

2) Strengths - 207 students out of the 218 (95%) that responded to our survey indicated that they felt they were making progress towards completing their high school diploma program. 164 students (75%) replied with either strongly agree or agree that they were motivated and were working hard to learn English. 182 (83%) students replied with either strongly agree or agree when asked about whether they felt safe in their classrooms. When asked about their classrooms being organized, 83% either agreed or strongly agreed. When asked about whether the school and their classrooms promoted physical wellness, 78% responded with either agree or strongly agree.

3) Challenges: Students showed a desire to finish credits sooner and to be able to do work from home to complete more work in each quarter. When asked if students received mental health or social emotional support from their counselors or the school psychologist, 65% responded that they did not. Many of the students and staff also indicated that they needed more training in the use of technology and for newer laptops or devices to use.

Based on these results, we have added an additional action step to procure new devices and provide more technology training to students. We are also continuing to implement more social emotional supports for our students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Student schedules will reflect a broad course of study that allows the student to complete all the graduation requirements at a pace that is conducive to their individual learning style and needs. Other measures include: Percentage of students enrolling in CTE classes, implementation of state board adopted academic content and performance standards for all students in core curriculum areas, student achievement measured by percentage of students tested and student performance on the statewide standardized assessment in Science (CAST), the number of students who have successfully completed A-G courses that satisfy the requirements for entrance to UC and Cal State Universities, and percentage of students completing the course sequence in the CTE pathways. We are currently in the process of identifying more A-G courses to adopt and implement in the next few years.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to courses that will provide a broad course of study as part of their academic plan. English learners require extra support to access the A-G and CTE course content therefore teachers will be engaging in English language support across the curriculum along with literacy intervention that will accelerate the learning for English language learner students. CTE teachers have already begun integrating EL strategies into their class curriculum and routines. Additional Instructional Aides have been hired to provide more support to English language learners. Our LEA is also working on integrating the CTE and academic courses more in order to provide students with more supports and opportunities to complete a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Some EL students will take more time to access A-G courses due to time needed to become proficient in English. Teachers will be implementing intervention programs to accelerate literacy skills with programs such as Read Naturally, Step Up to Writing, and Expository Reading and Writing Curriculum. Our students are also all adults and many of them have children which can sometimes be a barrier to them attending classes and accessing a broad course of study which is why our LEA is implementing additional Early Childhood Education centers at our high school locations both to provide childcare to our students and a lab experience to our ECE CTE students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Teachers will be engaging students in English language support across the curriculum along with literacy intervention that will accelerate the learning for EL students with current programs such myOn, Freckles, and CyberHigh in addition to new programs such as Read Naturally, Step Up to Writing, and Expository Reading and Writing Curriculum. The LEA is also providing professional development and PLC sessions targeted in supporting students and ensuring that they have access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EPIC de Cesar Chavez High School

CDS Code: 29 10298 0130823

School Year: 2023-24

LEA contact information:

Tamar Asatryan

Special Assistant for Strategic Initiatives

122 East Tehachapi Blvd., Ste. C Tehachapi 93561-1411

818-585-6969

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $665,277 , 6%

All other state funds, $2,345,413 , 23%

LCFF supplemental & concentration grants, $2,313,043 , 22%

Total LCFF funds $7,404,094 71 %

All Other LCFF funds, $5,091,051 , 49%
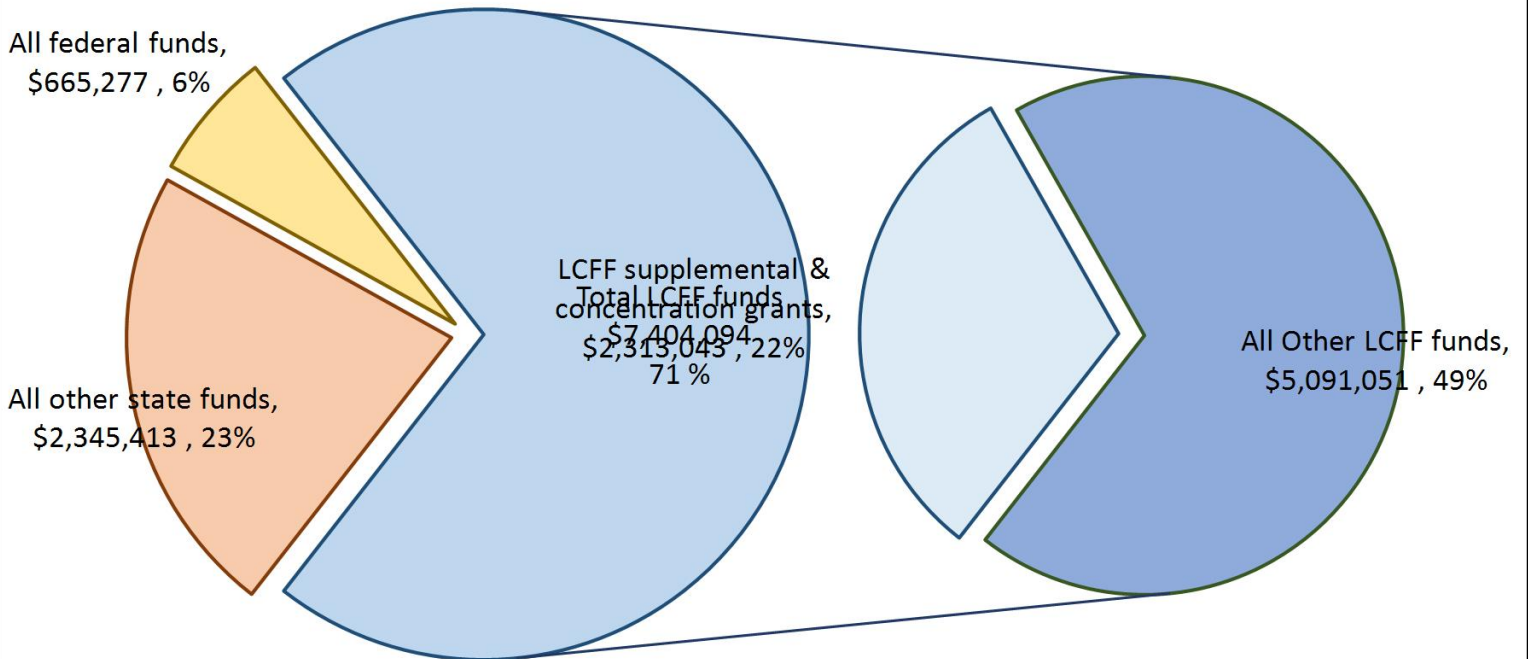
This chart shows the total general purpose revenue EPIC de Cesar Chavez High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EPIC de Cesar Chavez High School is $10,414,784, of which $7,404,094 is Local Control Funding Formula (LCFF), $2,345,413.00 is other state funds, $0.00 is local funds, and $665,277 is federal funds. Of the $7,404,094 in LCFF Funds, $2,313,043 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.

Budgeted Expenditures in the LCAP

$ 8,000,000	
$ 7,000,000	Total Budgeted General Fund Expenditures, $7,481,535
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $3,296,690
$ 2,000,000	
$ 1,000,000	
$ 0	
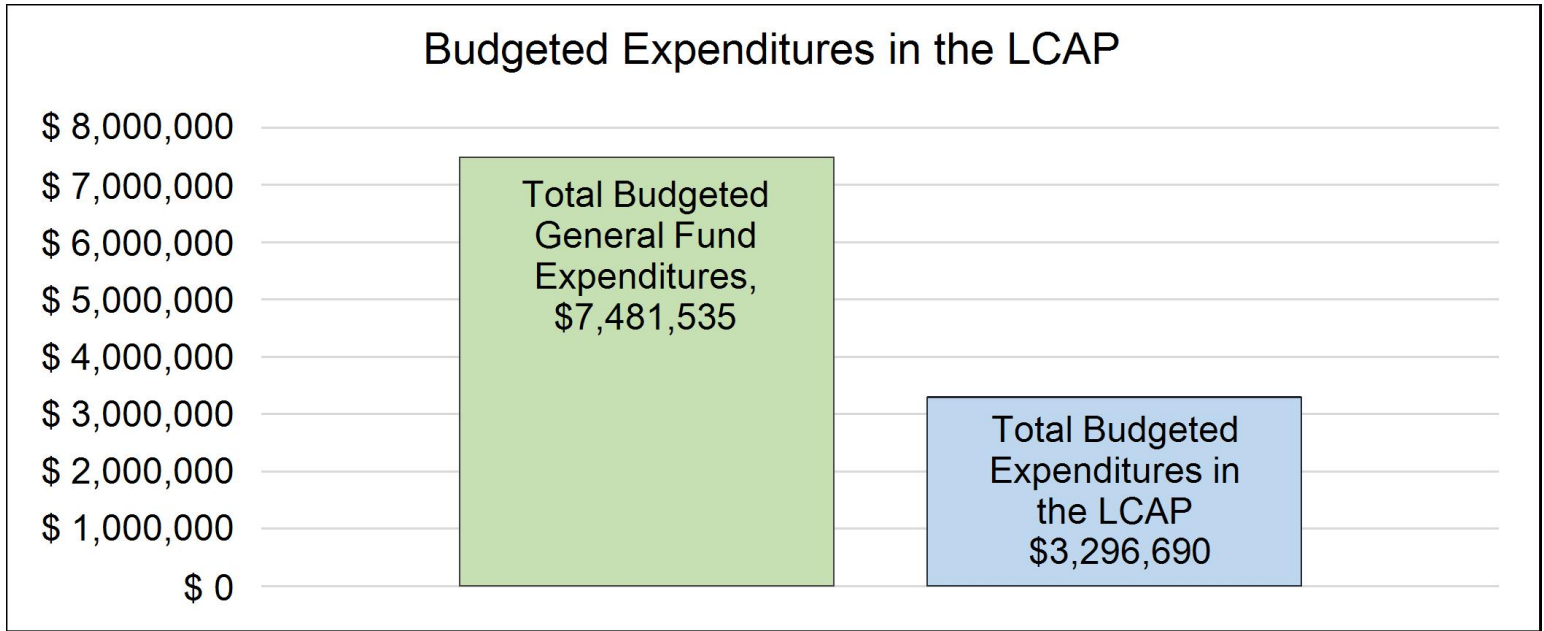
This chart provides a quick summary of how much EPIC de Cesar Chavez High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: EPIC de Cesar Chavez High School plans to spend $7,481,535.00 for the 2023-24 school year. Of that amount, $3,296,690.00 is tied to actions/services in the LCAP and $4,184,845 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

We will spend general funds on a percent of administration costs, teacher costs, support services, and other operational costs. Also, we will be spending general funds on travel and other costs related to operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, EPIC de Cesar Chavez High School is projecting it will receive $2,313,043 based on the enrollment of foster youth, English learner, and low-income students. EPIC de Cesar Chavez High School must describe how it intends to increase or improve services for high needs students in the LCAP. EPIC de Cesar Chavez High School plans to spend $3,186,690.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $2,602,064
- Actual Expenditures for High Needs Students in LCAP: $2,517,237
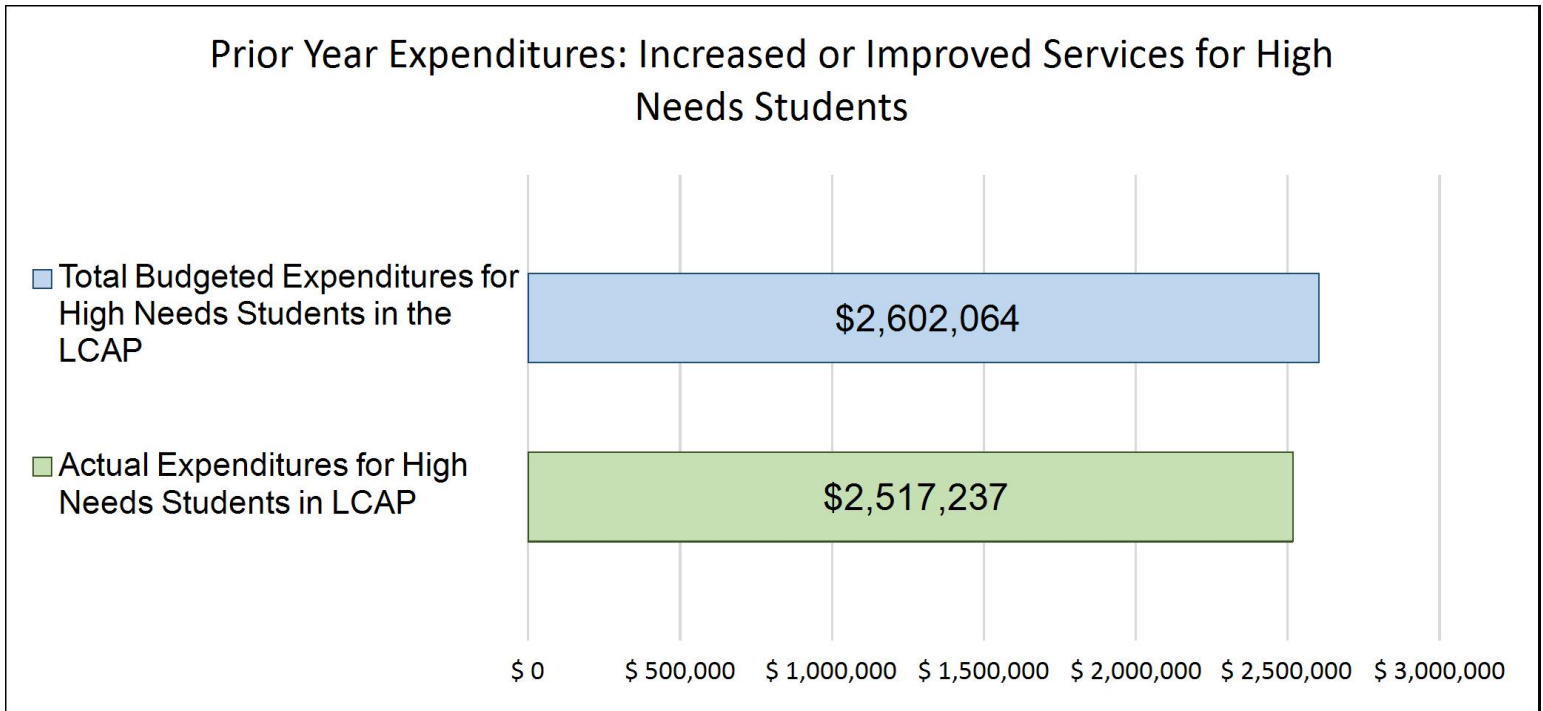
This chart compares what EPIC de Cesar Chavez High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what EPIC de Cesar Chavez High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, EPIC de Cesar Chavez High School's LCAP budgeted $2,602,064.00 for planned actions to increase or improve services for high needs students. EPIC de Cesar Chavez High School actually spent $2,517,237.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-84,827 had the following impact on EPIC de Cesar Chavez High School's ability to increase or improve services for high needs students:

The difference between our budgeted and actual spending for 2022-23 for high needs students is due to an ECE Director that was hired mid-year due to staffing shortages. Also, we did not have an ELD coach and we did not complete the purchase of the additional textbooks and/or software due to lower enrollment and attendance numbers than projected.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EPIC de Cesar Chavez High School	Tamar Asatryan Special Assistant for Strategic Initiatives	tasatryan@fieldinstitute.org 818-585-6969

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

EPIC de Cesar Chavez (EPIC) high school is a Dashboard Alternative Status School (DASS) certified alternative charter high school authorized through the Nevada County Office of Education that provides alternative education for students who need credit recovery. EPIC currently serves 500 to 700 adult students in 17 learning centers located in rural and underserved communities throughout California. Cesar Chavez founded FIELD which is the non-profit organization that EPIC is a part of in 1978 as the educational branch of the farmworker movement. EPIC's mission is to promote economic and social prosperity to low wage, low skilled workers and their families, and to empower the underserved to become self-sufficient.

Enrollment varies seasonally in part due to the students who are adults and who predominantly live in rural communities and who work in agriculture related occupations. EPIC serves students who historically would otherwise not have an opportunity to complete a high school diploma by providing an academic program that is focused on remediation, basic skill development, and credit recovery leading to a high school diploma. EPIC students are educationally disadvantaged students with limited English language abilities who lack a high school diploma and/or are high school dropouts who attended school in the United States but never completed a high school diploma program. Students come to EPIC with differing needs and with different number of credits completed at another high school. Some students who enroll in EPIC need as few as 1 or 2 classes to complete the graduation requirements while other students come to EPIC with no high school credits and start from the beginning. Also, some students come to EPIC who are ready for the rigor of high school classes while other students come with some or no formal education and need remedial instruction and/or multiple supports.

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 – 95.48%. The other ethnicities are: Black – 1.57%, White (non-Hispanic) – 1.18%, Asian (non-Hispanic) – 1.18%, Filipino (non-Hispanic) - 0.59%. 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 April 2023, 73.87% identified as female, 25.93% identified as male, and 0.19% identified as other gender for a total of 509 enrolled students. Eighty-nine percent (89%) of current EPIC students are English Learners and 85% meet the criteria for low

socio-economic status. EPIC teachers and staff recognize the need to create a systemic program of intervention to meet the needs of all students.

Students are administered the CA Science Test during their 12th grade year. Students are also assessed with an internationally validated standardized assessment developed by the California Assessment System for Adults (CASAS) in English, Math, and College/Career Readiness skills throughout their academic career with EPIC. Results of the CASAS test are reported using the National Reporting System (NRS) Educational Functioning Levels (EFL) accepted by both the U.S. Departments of Labor and Education to track academic skill achievement.

Since the school's initial opening, students have been taught in a traditional classroom setting with instructors who are culturally aware of the students' backgrounds and academic struggles. EPIC provides an educational program designed to meet the academic and career technical education needs of its Workforce Innovation & Opportunity Act Type II funded participants. Curriculum delivery is individualized, English intensive, aligned with California State Standards, as well as Adult Learning Standards. Throughout this school year, EPIC students continued to suffer economic, health, and emotional consequences of the Covid-19 pandemic as variants continued to disrupt in-person instruction. Students as well as staff experienced illness, quarantine, family health issues, and long term effects of being infected with Covid. As community health was constantly disrupted, staff and students made commitments to continue the learning in person or through Independent Studies options.

EPIC provides students with eight Career Technical Education Pathways: Early Childhood Education, Construction, Solar, Natural Resources, Recycling, Business, Fire Science, Agriculture. Each student is supported in completing an Individual Learning Plan that outlines their past academic accomplishments, their current classes, and their academic pathway choices. In addition to direct instruction, EPIC also offers students the opportunity to take A-G approved courses online through the Cyber High program from Fresno County Office of Education. Students are encouraged to take as many A-G courses as possible in order to prepare for transition to a Community College or a 4-year university. Students are also encouraged to complete certifications in the trades through our CTE programs.

Since EPIC is an adult charter serving students who are 18 years old or older, Priority 3: Parental Involvement does not apply to our population. Less than 1% of our student body qualify to take the English Language Proficiency for California due to the age requirements therefore Priority 4E and 4F do not have a significant amount of data to measure. Priority 4 G also is not applicable since we do not offer any advanced placement courses and our students do not take the EAP as referenced in priority 4H .

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The EPIC de Cesar Chavez learning community commitments to creating a culture of on-going, continuous improvement by using FIELD's driving force, relationship building, to accomplish the school's mission of "Empowering the Underserved to be Self-Sufficient." Strategies for

strengthening our driving force include reflection on strengths and needs, open dialogue between learning partners, holding each other accountable for excellence, and a commitment to creating the best learning environment possible.

Other indicators of progress toward academic growth are measured with the California Adult Student Assessment System (CASAS) tests in English and Math. Students are assessed quarterly using the standardized CASAS test system that measures academic growth in Educational Functioning Levels (ELF). The quarterly CASAS testing was able to capture a significant number of student outcomes as measured by growth in EFL. Academic achievement is defined as growth of one or more Educational Functioning Level per year measured by the CASAS competencies. The internal Student Information System (TOPSPRO Enterprise) reports show that the total average percentage of students who were able to complete a pre and post test (Table 4B) attained growth of at least one EFL in the 2022-23 year was 69.72%. The data shows that of the 436 students who were enrolled in our high school long enough to take the CASAS test, 304 of them gained at least one educational functioning level. EPIC high school successfully served 504 students during the 2022-23 school year.

EPIC high school was a Comprehensive Support and Improvement (CSI) school in 2019, 2020, and 2021 due to graduation rates. The school made efforts to increase graduation rates and is no longer a CSI school. EPIC is now considered a school that is eligible for Additional Targeted Support and Improvement (ATSI) school and will continue on improving graduation rates for its students by implementing or adjusting various supports given to students.

During the 2022 school year, there were 159 students who graduated with a high school diploma from our program. In order to further the success of students we have developed and implemented a Multi-tiered systems of Support program to meet students Social/Emotional needs. Also, a functional Professional Learning Community for teachers and staff has been created to empower teachers and staff to implement relevant and rigorous curriculum with access strategies to promote student achievement. We had a total of 13 PLC sessions during which time teachers and IAs met and reviewed student data in order to continue supporting student academic progress, persistence toward graduation, and resilience to come to school every day. In 2021-22 and 2022-23, EPIC did not suspend any students and had a 0% student suspension rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CA Dashboard Indicators for the Fall 2022 DASS Graduation rate is 18.6% for every sub group. For 2022, the dashboard indicates the lowest subgroup are English Learners with a grad rate of 16.3%, Socio-economically disadvantaged students had a grad rate of 18.9% and Hispanic students who had a 18.4%% grad rate. These graduation rates show a need to focus on the persistence of English Learners, socio-economically disadvantaged students and Hispanic students. The graduation rates for these subgroups is very close to the overall graduation rate of 18.6% for all students and the overall student population is comprised of 95.48% Hispanic. English learners account for 89% of EPIC students and 85% meet the criteria for low socio-economic status.

Enrollment in EPIC saw a decline from 600 students in 2021-22 to 510 students in 2022-23. Attendance also saw a decline from 72.09% in 2021-22 to 69.58% in 2022-23. More focus on student attendance and retention will be important moving into the next school year. EPIC staff have been meeting every other week during Site Success Meetings in order to identify and implement interventions for students who are finding it difficult to make academic progress. Staff work together to implement academic and counseling resources to meet student needs including peer tutoring, extra support from an Instructional Assistant, and providing online resources to support the classroom learning. EPIC staff will continue studying this data and will continue to meet and adjust supports to help increase the enrollment numbers and attendance rates. Data suggests that student attendance and graduation rates were higher for the adult learners that we served during Covid due to the fact that students were able to join classes remotely thus overcoming multiple barriers like transportation, childcare, and work hours.

EPIC leadership staff have studied the graduation rate issue with support from the team from Nevada County Office of Education and have identified areas that can be improved to support student graduation rates including placement of students in grade levels that are appropriate based on the student's academic progress, identifying effective academic supports for English Language Learners, and implementing a Multi-tiered Systems of Support to implement intervention at various stages throughout the students' experience in the EPIC program.

EPIC leadership staff are dedicated to increasing attendance and graduation rates for students. As such, childcare is being provided at some EPIC locations and additional locations will include daycare in the upcoming year to ensure our students can attend classes. New technology is being procured for teachers, staff and students to ensure everyone has access to technology that they can use to teach and learn. Also, PLC and PD days have been added to the 2023-2024 calendar to ensure teachers are provided with the tools they need to help their students succeed and they are provided with ongoing PD in how to support English language learners and increase graduation and attendance rates.

EPIC was identified as an ATSI school due to the graduation rates for English learners, students who are socioeconomically disadvantaged, and students who are Hispanic. EPIC hired bilingual counselors and bilingual instructional assistants to provide students with more support in order to increase graduation and persistence rates. Regularly scheduled Professional Learning Communities and Professional Development were implemented to provide teachers more support in an attempt to raise graduation and attendance rates. The MyOn Renaissance Reading program was utilized to help teachers measure student progress and growth regularly in English language acquisition.

According to the Fall 2022 Dashboard, 16.3% of English learners, 18.9% of socioeconomically disadvantaged students and 18.4% of Hispanic students graduated from EPIC which were the reason EPIC was considered an ATSI school. However, the dashboard does not take into consideration the fact that EPIC high school students join EPIC as either 10th graders or 12th graders depending on the number of credits they need in order to graduate. Thus, students who entered as 10th graders would not have been expected to graduate in 1 year which is what the dashboard measurement is based on. In October of 2021, 512 students were enrolled in EPIC of which 122 were 12th graders and 390 were 10th graders. Based on this data, it looks like every student who enrolled in the school by October 2021 as a 12th grader completed their diploma program and an additional 37 students also graduated. The 18.6% graduation rate on the dashboard took into account an enrollment of 695 but if we look at the fact that only 23.8% were 12th graders, that would mean that only 166 students would have been 12th graders on track to graduate and 159 of them graduated which gives us a true graduation rate of 95.78%.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

EPIC de Cesar Chavez was identified as a school that qualified in 2022-2023 for Comprehensive Support & Improvement (CSI) funding and support due to graduation rates which were below 68%. EPIC de Cesar Chavez High School has worked closely with Nevco to implement supports and other measures to increase graduation rates. We are happy to announce that our graduation rates have increased and we are no longer a CSI school. We are now an ATSI school and we will continue working on increasing graduation rates.

Key Features for the 2023-2024 LCAP are:
1) Increased research and data collection to understand the issues causing the low attendance rates for the students EPIC serves.
2) Focus on professional development for teachers on the use of technology and more training for students on the use of technology.
3) The replacement for technology for teachers, staff, and students.
4) Continued development of the CTE programs for students including adding a new culinary CTE pathway for the 2023-2024 school year.
5) Continued focus on teacher professional learning and the implementation of systems and supports to increase student attendance and graduation rates especially for students who are English Learners, Hispanic, or from low socio-economic households.
6) Continue growth of EPIC program, facility acquisition and growing CTE program components

The above key features were chosen based on the feedback received from teachers, staff, students and administration.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

As part of the LCAP process, all teachers, staff, administrators and students were offered an opportunity to engage with the LCAP and provide feedback through meetings, updating partners, or obtaining input via surveys that got feedback and input to inform LCAP implementation and recommended modifications: The engagement for this year's LCAP's implementation and Annual Progress updates took place throughout the year via Planning meetings and the following site visits:

PLANNING MEETINGS:
Conservation Corps Feb 10, 2022
Cooperatives Feb 23 & 24, 2022
MOR EPIC March 14 & 15, 2022
Programs Planning July 11, 12 & 27, 2022
Corporate Planning/ Workforce Dev July 13 & 14, 2022
Academics 7/27/2022
Student Services 08/02/2022

SITE VISITS & LCAP UPDATES:
9/08/2022   Shafter, S. Union & E Bakersfield Sties
09/27/2022 Yuba
09/28/2022 Woodland
09/30/2022 Shafter
10/05/2022   E. Bakersfield
10/11/2022 Yuba
01/31/2023 Palmdale
3/28/2023 Riverside
03/30/2023 Woodland
05/19/2023 Paso Robles

As we looked at sharing final annual progress and obtaining input to drive any modifications to our LCAP Goals & Actions for the upcoming year the meetings and dates were as follows:

FIELD Board: The LCAP along with the local indicators is presented to the board at the annual meeting when the LCAP is approved. This year, it will be presented to the board on June 24, 2023.

Administrative Staff: On April 14, 2023, during a PD session, Dr. Asatryan presented information on the LCAP to teachers, administrators and other staff. During this time, they were asked for feedback which was utilized to update this LCAP and add any additional action steps.

This was followed by a presentation by Dr. Lampkin on the 28th of April on the LCAP and the LCAP state priorities during a PLC session. Administration along with Dr. Lampkin and Dr. Asatryan also visited classrooms in Bakersfield, Palmdale and Riverside to speak to students about the LCAP and gain their perspective and hear their comments and/or concerns.

Certificated Staff: On April 14, 2023, during a PD session, Dr. Asatryan presented information on the LCAP to teachers, administrators and other staff. During this time, they were asked for feedback which was utilized to update this LCAP and add any additional action steps. This was followed by a presentation by Dr. Lampkin on the 28th of April on the LCAP and the LCAP state priorities during a PLC session.

Classified Staff: On April 14, 2023, during a PD session, Dr. Asatryan presented information on the LCAP to teachers, administrators and other staff. During this time, they were asked for feedback which was utilized to update this LCAP and add any additional action steps. This was followed by a presentation by Dr. Lampkin on the 28th of April on the LCAP and the LCAP state priorities during a PLC session.

Adult Students: Students were given a survey in May of 2023 which was offered both in English and Spanish. A total of 218 students responded to the survey (132 in English and 86 in Spanish) which indicates that 43.6% of enrolled students completed the survey and 64% of attending students completed the survey. Student feedback from the survey was utilized by administration and other staff to make any changes necessary to this LCAP.

The first real educational partner feedback session was held on April 14, 2023 during EPIC professional development. During the session, Dr. Asatryan presented information on the EPIC 2021-2024 LCAP to all teachers, instructional aides, and some administrators. The presentation went over the EPIC LCAP goals and metrics that were being measured including some new data. Everyone had an opportunity to ask questions and provide feedback. The second engagement session was during a PLC session on April 28, 2023. Dr. Edgar Lampkin presented information on the LCAP and the LCAP State Priorities including information on the LCFF and how it ties to the LCAP. Dr. Lampkin and Dr. Asatryan then collected feedback from all teachers and instructional aides by using two Padlets each focusing on one of the 2 goals. Students were provided an opportunity to provide feedback through surveys that were provided to them during the week of May 8th. The survey was created using Google Forms and was provided to students in both English and Spanish. Students had the ability to choose to answer the questions in English or Spanish. As of May 18, 2023, 218 students responded to the essay questions. Our Superintendent along with Dr. Lampkin also visited some of our classrooms on the 1st and 2nd of May and asked students questions about their needs and the information was used to inform this LCAP update. Admin staff will also be engaged in the LCAP during two days of planning which will take place on May 24 and 25.
The LCAP will be adopted at the June 24, 2023 board meeting. We understand the importance of getting engagement from educational partners and thus we have added an additional action step in goal #1 which addresses the engagement of educational partners in an ongoing manner.

A summary of the feedback provided by specific educational partners.

Teachers and Instructional Aides informed us that some of the programs we have implemented like MyOn, Canvas, and Cyber High have helped students by providing them more learning opportunities and has provided students with the opportunity to increase their knowledge of technology. Teachers also asked for more professional development opportunities that are geared in helping them utilize the HMH curriculum

and their ability to teach English language learners. Teachers and IAs also mentioned a need for more technology training for themselves and the need to update some of the technology that we currently have. Teachers also mentioned that have IAs in their classrooms has helped their students make more progress in their learning. Another feedback that we received mentions the need to have the counselors come to the sites more often and meet with students in person versus virtually. Due to the distance between our sites, counselors are not able to meet in person with students as often as they would like.

Also, 84% of students responded in the affirmative when asked the following question "Do you feel the program is meeting Goal #1 of the LCAP, which is to prepare you in building your English language and taking the courses including math and science courses towards your high school diploma and eventually college or career readiness (CTE)?" and 15% responded maybe with only 1% responding with a "no". When asked the following question for goal #2 "Do you feel that the program is meeting Goal #2 of the LCAP which is to provide a safe, orderly school environment that promotes physical, mental, and emotional wellness?" 84% responded in the affirmative, 1% responded with a "no" and 15% said "maybe" which shows that the school is making a strong progress in helping students through the LCAP goals.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After receiving feedback from stakeholders including teachers and students, it was decided to not add or change any of the 2 goals from last year's LCAP. Instead, a decision has been made to continue efforts to make more progress towards the two goals while adding one or two additional actions to each goal. The 2023-2024 year will be the final year for this LCAP and it is best that we continue to make strong progress in meeting those goals versus changing them at this point in the LCAP process.

A new action step, based on specific input from educational partners includes the purchase of additional devices and technology both for staff and students. As part of the new action step, we will provide additional professional development and training in the use of the technology. In 2022-2023, we focused on professional development on the use of some of the new curriculum like the HMH curriculum. Based on the response from teachers we received while engaging them in the LCAP process, it became evident that continued professional development is needed to ensure teachers and other staff are able to fully utilize the curriculum in a manner that will increase student learning gains, attendance, engagement, and graduation rates.

Another new action step we added based on feedback from stakeholders is to create an LCAP committee and schedule regular meetings for the 2023-2024 school year to ensure that we are making continued improvement. A minimum of 5 meetings will be held to discuss progress on the LCAP action steps.

Goals and Actions

Goal

Goal #	Description
1	All students will access relevant and rigorous course curriculum in English, Math, Science and other course requirements leading to the attainment of a diploma, college and career readiness skills, and to successfully transition to post-secondary careers

An explanation of why the LEA has developed this goal.

Concerns about more support needed for understanding core concepts in English, Math, and Science to support the learning in other required courses is consistently reported out during our bi-weekly Site Success Meetings. Teachers report a need to accelerate the learning in English and Math in order to reach grade level proficiency by focusing on English Language Development so that students can gain literacy skills and numeracy skills in order to access information in all other academic subjects. Educational partners such as our CTE teachers and community partners have shared the importance of students learning academic and work based skills that will help them to graduate and succeed in entering college and the workforce. Our students come from high need populations- high school drop outs, second language learners, low-income households- and are returning to school after several years or are immigrants who are unfamiliar with the American school system. Providing a foundation in English and Math is needed to build success in all other subjects. Actions and metrics listed below when paired together will be successful in supporting the attainment of the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who advance one Educational Functioning Level in ELA and Math as measured by the CASAS test	69% of students advanced one EFL in ELA and 55% in Math in 2019-20	74.24% of students achieved one EFL in ELA and 70.17% in Math in 2021-22	71.43% of students achieved one EFL in ELA & 74.68% in Math in 2021-22 (check)		75% average growth in one or more EFL
Percentage of students enrolling in CTE classes	25% of students enrolled in CTE classes in 2020-21	18% of students enrolled in CTE classes in 2021-22	33% of students enrolled in CTE classes during the Fall semester of the 2022-23 school year and		50% of students enrolled in CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			15% of students enrolled in CTE classes during the Spring semester of the 2022-23 school year.		
Percentage of teachers who are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	95% of teachers are appropriately assigned and fully credentialed in 2020-21	95% of teachers are appropriately assigned and fully credentialed in 2021-22	91% of teachers are appropriately assigned and fully credentialed in 2022-23		100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching
Percentage of students in the school who have sufficient access to the standards-aligned instructional materials	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2020-21	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2021-22	100% of students in the school have sufficient access to the standards-aligned instructional materials in 2022-23		100% of students in the school have sufficient access to the standards-aligned instructional materials
Implementation of state board adopted academic content and performance standards for 100% of students in core curriculum areas	Implementation of state board adopted academic content and performance standards for 100% of students in ELD 2020-21	Implementation of state board adopted academic content and performance standards for 100% of students in ELD and Science in 2021-2022	Implementation of state board adopted academic content and performance standards for 100% of students in ELD, Science, and English in 2022-2023		Implementation of state board adopted academic content and performance standards for 100% of students in English, Math, Science, History, and ELD
Student achievement measured by percentage of students tested and student performance on the statewide	0% of students completed the CA Science Test in 2020-21, 0% proficient	79% of students completed the CAST, % proficient not available until Fall	77% of eligible students completed the CAST in 2021-22, 1.8% met or exceeded standards for science & 74.77% scored at		95% of students tested and 50% of students who complete the CA Science Test score in the proficient levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standardized assessment in Science, CAST			level 2 which is standard nearly met, 23.42% scored at level 1 which is standard not met		
The number of students who have successfully completed A-G courses that satisfy the requirements for entrance to UC and Cal State Universities	67 students successfully completed A-G courses that satisfy the requirements for entrance to UC and Cal State Universities in 2020-21	115 students successfully completed A-G courses that satisfy the requirements for entrance to UC and Cal State Universities in 2021-22	399 Cyber High college prep courses were completed in 2022-2023.		300 students successfully completed A-G courses that satisfy the requirements for entrance to UC and Cal State Universities
The number of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study	123 students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study in 2020-21	59 students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study in 2021-22.	A total of 60 students completed a CTE pathway class in the Fall semester of the 22-23 school year and 42 students completed a CTE pathway class in the Spring semester of the 22-23 school year.		200 students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide ongoing professional development for teachers that focus on: CCSS, College and Career Readiness Standards, Next Gen Science Standards, English Language Proficiency Standards, Math standards, CASAS competencies, A-G courses, rigor and relevance implementation, use of technology for in-class and online instruction, online instructional resources, multi-leveled classroom instruction,	$524,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Adult Learning Standards, Integrated Education and Training and Integrated and Contextualized Workforce Skills. Standards aligned curriculum for each pathway to include IET planning. Various presenters and trainers will be needed to implement these Professional Development strands for each teacher that adjust to teachers' own knowledge level in each area. Follow up training time, travel expenses, and materials will be needed to continue implementing curriculum and strategies for all teachers and staff. An ELD/TOSA Coach will be used to support the implementation of crosswalk standards between ELA and ELD.		
1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	Purchase of online academic resources such as Renaissance Learning programs, Padlet, Zoom, Cyber High and others that support student access and achievement in CTE and academic courses for graduation Provide bilingual instructional staff to meet the needs of English Learners Provide bilingual counselors to support transition from academics to CTE pathways to College and Career options after graduation Provide programs that support students and teachers in gathering and interpreting educational performance data in order to set academic goals in ELD, ELA, Math, and Science Provide college and career information, interest inventories, and study skills practice Provide coaching support for teachers and students in technology, Science, Math, ELA, and ELD standards Dedicate teacher and staff time to participate in data collection and review on a monthly basis Provide crosswalk materials to teachers for integrated lessons in ELA, Math, Science, History, and CTE classes Full-time counselor for CTE program, ECE Laboratory Classroom, CTE program pathways expansion, Implementation of industry recognized CTE certifications, work-based learning integration into the	$829,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CTE program, Qualified staff for ECE labs classrooms, Student post-high school success tracking system in place. CTE Credentialed teachers in each region. Number of Early Childcare Education pathway Childcare Laboratories, Technology Support Coach, ELD Coach		
1.3	Purchase New Technology & Additional Tech Training	One of the feedbacks we received from teachers, instructional aides, and students during this LCAP period through surveys and other methods of getting input from them brought forth the issue of needing new technology (equipment) for both teachers and students. The devices we had for our teachers and students were purchased a few years back and since then, they have stopped working properly or are too slow which causes issues. We also have heard that students and teachers in some areas need hotspots. So, we have decided to purchase devices, hotspots, and other technology (equipment) for teachers, staff, and students. Also, we would like to provide more opportunities for teachers to increase their understanding of how to effectively use technology with their students. We would also like to implement more technology training for our students.	$250,000.00	Yes
1.4	Create a team that will meet at least every other month to review the LCAP	Based on feedback from stakeholders, it was evident that more regular involvement in the LCAP was needed. We will create an LCAP team who will meet at least every other month to review the LCAP and the progress.	$130,736.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For Action #1.1: Professional Development, we provided ongoing professional development to our teachers and other staff. Nine professional development days & 13 PLC days were built into the calendar. Administration provided professional development and promoted the sharing

of educational ideas during the PD & PLC days to provide teachers and other staff the supports they needed in the areas mentioned in Action 1.1. The different PD days included topics on College and Career Readiness Standards, CASAS competencies, rigor & relevance implementation, use of technology, multi-leveled classroom instruction, adult learning standards. TOSA also worked with teachers and supported them but did not fully implement trainings and support in the use of crosswalk standards between ELA & ELD. Some of the areas that were not covered during PD this year were common core standards, Eng. language and math proficiency standards, A-G courses, IET & Standards aligned curriculum for each pathway that included IET planning for non-CTE teachers. Also, some teachers received PD on Next Gen Science Standards but not all teachers.

For Action #1.2: Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD. We hired bilingual instructional aides and counselors to support our teachers and students when possible. We also provided our teachers and staff with access to Zoom, Canvas LMS, and Cyber High to help them provide instruction to their students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a difference of approximately 14% in spending versus budgeted expenditures for action step 1.2 due to the following:
1) We did not hire an ELD coach
2) We did not purchase additional ELD books due to lower enrollment and attendance numbers

An explanation of how effective the specific actions were in making progress toward the goal.

The topics that were covered at the different PD days were helpful to the teachers in helping them and students make progress as reported by teachers and other staff. Some topics were not covered as in-depth as we wanted to due to time constraints and teachers needing more guidance on some areas than previously anticipated.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are adding action #1.3 for next year based on feedback we received from stakeholders including students, staff, and teachers. Action #1.3 will be to purchase new devices and other technology including hotspots to ameliorate some of the issues our technology has been giving due to age. We will also be providing students, staff, and teachers a hotspot when needed. This will enable teachers and staff to utilize technology as needed even when internet might be spotty and will allow students to access homework and do online research when they are at home. Action #1.3 will also focus on training teachers more on the technology and the use of the technology to increase students outcomes while also providing students more training on the use of technology.

We are also adding action #1.4 for next year based on feedback we received which showed there needs to be more involvement with the LCAP. We will create a team who will meet at least every other month to review the LCAP and the progress.

We have also updated the year for the year 1 outcome above for the A-G completion due to an error. The previous LCAP had the year 1 outcome listed as "115 students successfully completed A-G courses that satisfy the requirements for entrance to UC and Cal State Universities in 2020-21" and that information was actually from the 2021-22 school year and thus we have updated the year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will have a safe, orderly school environment that promotes physical, mental, and emotional wellness to increase attendance, persistence, and completion of credits.

An explanation of why the LEA has developed this goal.
All students need and deserve a place to learn that is welcoming and engaging. In order to meet the needs of our English Learners and Low Income students, EPIC school use resources to seek out locations that allow our students to attend school by locating classrooms within neighborhoods that students can walk or take public transit to attend class. Reaching underserved populations requires staff time to locate accessible locations, investing time and resources in to ensuring that the facility is in good repair and in good working order as well as ensuring safety equipment is in use. Providing access to food is also incredibly important to the low income students we serve. Nutrition services reports the need to implement the wellness policy and to serve healthy meals for breakfast and lunch so students have access to food on a daily basis. Counselors and teachers report that many students are handling the traumatizing effects that Covid has had on the health and well-being of themselves, their families, their friends, their neighbors, and the community. The consequences of handling the economic, health, and safety issues of the pandemic has impacted the ability for students to attend class consistently as seen by the decreased attendance rate. These circumstances have also affected the students' ability to focus on school work, complete all scheduled credits, and attend to their own needs as seen by the counselors as students drop classes and disenroll. The demands of work, family, and school have placed significant strains on students during this time as reported by the students and their teachers. A systemic and structured wrap-around support services will be researched and put in place to look at addressing socio-emotional support services. Academic support systems are in place and the next step is to provide a system for monitoring and data gathering of to support decision-making for socio-emotional support services and academic counseling.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of school facilities that are maintained in good repair	19/20 school sites in good repair in 2019-20	24/27 sites in good repair in 2020-21	All school facilities were maintained in good repair in 2022-23.		All school facilities are maintained in good repair
School Attendance rates	78.15% in 2020-21	65% in 2021-22	69.68% as of March 31, 2023.		85% attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rates	No baseline data available 2019-2020 from DataQuest	68.9% in 2020-21	84.7% from SARC in 2021-22		30% chronic absenteeism
High School drop out rate	31.4% from SARC data in 2019-20	65% from SARC in 2020-21	82.1% from SARC in 2021-22		15% high school drop out rate
High school graduation rate	68.6% from SARC data in 2019-20	35% from SARC data in 2020-21	17.9% from SARC data in 2021-22		90% graduation rate
Percentage of student suspension and expulsions	0% student suspension and expulsions in 2019-20	0% student suspension and expulsions in 2020-21	0% student suspension and expulsions in 2021-22		0% student suspension and expulsions
Student retention rate	79% in 2019-2020	73% in 2020-2021	61% for 2021-2022		84% Average Daily Retention rate
Number of interventions, programs, and services developed and provided to students with disabilities	Modified MTSS program-Three-tiered intervention model in 2019-20 with 1 intervention, program, and service	Modified MTSS program-Three-tiered intervention model in 2020-21 with 1 intervention, program, and service	Modified MTSS program-Three-tiered intervention model in 2020-21 with 2 interventions, program, and service		MTSS program with 5 interventions, programs, and services
Number of interventions, programs, and services that will enable English Learners to access the Common Core State Standards and the ELD standards	ELD support program with 2 school-wide interventions, programs, and services (myOn, ELD pathways) in 2019-20	ELD support program with 2 school-wide interventions, programs, and services (myOn, ELD pathways) in 2020-2021	ELD support program with 2 school-wide interventions, programs, and services (myOn, ELD pathways) in 2021-2022		ELD support program with 5 school-wide interventions, programs, and services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students and staff with sense of safety and positive school connectedness Data Source: Local data	2020-2021 81% Students 74% Staff	2021-22 81% Students 79% Staff	2022-23 83% of students 85% pf staff		95% Students 95% Staff
Percentage of students who have access to and are enrolled in a broad course of study including programs and services developed and provided to low-income, English learners, and foster youth and students with disabilities. Data Source: Local data	2021 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English learners and foster youth and students with disabilities.	2022 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English learners and foster youth and students with disabilities.	2023 100% of students had access to and were enrolled in a broad course of study including programs and services developed and provided to low-income, English learners and foster youth and students with disabilities.		100% of students have access to and are enrolled in a broad course of study including programs and services developed and provided to low-income, English learners and foster youth and students with disabilities.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implementation of interventions, programs, and services for a	Expansion of the Food Services program Expansion of the Three-tiered System into the Implementation of a Multi-tiered Systems of Support including staff and student training Implementation of Universal Design for Learning	$425,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
	healthy, safe environment for all students	Expanding the Professional Learning Community model for staff Inclusion of Social-Emotional Learning Providing on site Childcare for students and staff Hiring and training Outreach staff to recognize student needs and refer for intervention Training and Implementation of a data analysis system to review student progress Increasing Counseling staff to support social-emotional needs Classified staff for Outreach Program		
2.2	Provide facilities that are safe, in good repair and in accessible locations in underserved areas	Locating, procuring, and maintaining facilities in high need areas in order to reach underserved students Maintaining current facilities in good working order Relocating any facilities that are no longer meeting the needs of students and are not meeting the standards of safety and cleanliness Upkeep maintenance, replace and repair needed items Provide items that staff needs in order to maintain a safe, orderly, and engaging learning environment Provide outreach to students in order to survey what areas would be most beneficial to provide learning sites Provide safety equipment and materials to allow for safe entry and exit of facilities such as cameras, alarms, and doorbells	$561,563.00	Yes
2.3	Interventions, programs, staff, and services to support persistence, academic and work skills learning for EL and Special Needs students	Implement programs for support of EL students and Special Needs students Accelerate learning in literacy by implementing Read Naturally Support writing instruction by using intervention programs such as Step Up to Writing and Expository Reading and Writing curriculum Refining the Student Study Team and 504 process Bilingual staff- teachers, counselors, school psychologist, and outreach staff	$575,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchasing, Teacher training, and implementation of Houghton Mifflin Harcourt ancillary materials in core subjects for EL and Special needs students Updating and consistent implementation of online learning programs that allow students to access supports for reading, writing, Math, Science, and History Work-based learning integration into the CTE program with EL students Data Analysis Incentives		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2.1 - We hired enough counselors to maintain a good ratio of counselors to students. We had 4.5 FTEs in our counseling department and our average enrollment was 480 which gives us a ration of 1 counselor for every 107 students. We also had a school psychologist. Our food services program was expanded and we expanded our three-tiered system and implemented a multi-tiered systems of support. We did not continue implementing UDL but we did expand our PLC model and our counselors provided workshops to teachers and students on Social-Emotional Learning. Some sites provided childcare for students but we were not able to implement childcare at all locations. Counselors provided interventions when needed. We did not implement new data analysis system for reviewing student progress but we offered additional training on the use of the CASAS test results to review student progress.
Action 2.2 - We have an individual who oversees our school facilities to help ensure everything is maintained in working order and facilities are conducive to learning. We also acquired a large property for our CTE pathways which include ample lab space. Some locations had cameras and/or alarms added to ensure the safety of teachers, staff, and students. We also temporarily moved one of our classes to another location that allowed teachers and students to feel safer. We were not able to conduct outreach which informs the opening of new locations.
Action 2.3 - We continued implementing and training teachers on the use of the HMH curriculum to provide support for EL students. We are also in the process or revising some of the CTE pathways to ensure better alignment with the skills needed in the different pathways. We are also working on implementing a new CTE pathway in culinary.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Our actual spending versus budgeted spending difference for action step 2.3 was due to the following reasons:
1) We did not purchase additional books and the writing program
2) We also had staff turnover and finding replacement staff was difficult due to shortage of qualifying applicants
3) We had less outreach staff than expected and planned for
4) We did not implement student incentives across all schools uniformly and we had less student incentives than planned

An explanation of how effective the specific actions were in making progress toward the goal.

The school has made progress towards ensuring that all facilities are maintained in good repair. All sites were in good repair for the 2022-2023 school year. The attendance rate for 2022-2023 school year has increased to 69.68% which is higher than the previous year when it was 65%. The goal is to reach 85% by the end of next school year. The goal for this action item needs to be revised based on the data from the previous year, this year and the baseline year. The student population we serve who are all adults with families, responsibilities, work and other life circumstances does not lend itself to the high attendance rate goal. The students served through our program are all adults and do not have to attend school but are doing so to increase their educational level and opportunities but as such, the school understand that a more reasonable goal would be 75% which was the rate pre-Covid.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The year 1 outcome above for percentage of students and staff with sense of safety and positive school connectedness was reported as 2022-23 81% of students and 79% of staff and we changed that because there was an error. That data was for the 2021-22 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2,313,043	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.43%	0.00%	$0.00	45.43%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

EPIC students come into our school facing many challenges as adult learners who have dropped out of school previously or are recent immigrants who have little experience with the American schooling system. All students lack enough credits to graduate upon enrolling so EPIC is designated as a Dashboard Alternative School Status (DASS).

Goal 1, Action 1 addresses the need for instructional staff and teachers to be trained in integrating ELD standards and strategies across all core classes in order to meet the foundational literacy and numeracy needs of all English Learners so students can show academic progress in English, Math, and Science as measured by the CASAS testing and the CA Science Test. The CASAS testing shows increase in educational functioning levels in English and Math that will be the foundation for building academic skill and knowledge in Science in order to show gains on the CA Science test. This is the first year of CAST scores for our students and we will review the scores during our dedicated PLC time throughout the year. Professional development will also include strategies to support instruction in a multi-level classroom so that all English levels can be addressed in order to support individualized learning. An ELD/TOSA Coach will provide modeling and direction of formative and summative assessment and will support data analysis of EL student progress.

Goal 1 Action 2 provides focused support to provide learning materials and time for teachers and staff to address the integration of ELD standards across the curriculum in order to support the continued academic progress of EL students in all subjects. In providing language development across the curriculum, students will be able to accelerate their literacy with vocabulary and understanding of a broad course of study in preparation transition to college and a career. Since 85% of our students are EL learners (SARC data), providing EL strategies across the curriculum in all classrooms will be needed to meet the Goal and Metrics. EL strategies are good learning strategies for all students so all students have the opportunity to benefit from this action.

Goal 2 Action 1 Our EL learners (89%, SARC data), low-income students (85%, SARC data), and foster youth (less that 1%, SARC data) were considered first when identifying the implementation of a Multi-tiered systems support of intervention. As students reported the economic and emotional challenges of the pandemic and as staff conducted exit interview with students who left the program, there was evidence of a need for social-emotional support, referral services to community partners, and in-class interventions for struggling EL students. All students will benefit from an intervention system that can respond quickly and effectively to meet their academic and social-emotional needs.

Goal 2 Action 2 focuses on a safe, orderly learning environment in facilities that are in good repair and maintained in good working condition with the added outreach effort to EL learners and low-income students in order to locate learning sites in areas that are underserved. Consideration is given to locating learning sites in communities that will allow low-income students the ability to walk or get public transit in order to attend class. Staff time to provide outreach, locate facilities, and install safety equipment and services that allow for safe entry and exit are included as a part of this action.

Goal 2 Action 3 provides for materials, staff time, and resources to implement services for English Learners, low-income, and foster youth students including the purchase of intervention materials such as Read Naturally, Step up to Writing, Expository Reading and Writing Curriculum, and ELD ancillaries in core subjects in order to meet the metrics and the goal.

The actions above are principally directed toward unduplicated students and are also available to all students. These actions are implemented LEA-wide.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Actions in the LCAP are addressing the needs of increased or improved services for foster youth, English Learners, and low-income students by prioritizing the hiring of bilingual staff, implementing a comprehensive intervention program that addresses the specific needs of these

students, taking into account issues with transportation and access when locating sites in communities, implementing ELD standards and strategies as a foundational academic program, and actively searching for interventions to accelerate literacy, numeracy, college skills, career skills, and learning in core subjects. These increased and improved services are principally directed toward our unduplicated students; however, they are available to all students. When combined, these actions are expected to result in the required proportional increase or improved services, meeting the required percentage of 45.87%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Goal 1 provides for hiring bilingual instructional staff such as teachers, instructional assistants, teacher assistants, and tutors as well as hiring bilingual counseling staff such as counselors or academic advisors.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:37
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:21

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,927,832.00	$368,858.00			$3,296,690.00	$2,019,876.00	$1,276,814.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Low Income	$524,282.00	$0.00	$0.00	$0.00	$524,282.00
1	1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	English Learners Low Income	$729,401.00	$100,000.00	$0.00	$0.00	$829,401.00
1	1.3	Purchase New Technology & Additional Tech Training	English Learners Low Income	$150,000.00	$100,000.00			$250,000.00
1	1.4	Create a team that will meet at least every other month to review the LCAP	English Learners Low Income	$130,736.00				$130,736.00
2	2.1	Implementation of interventions, programs, and services for a healthy, safe environment for all students	English Learners Foster Youth Low Income	$425,048.00	$0.00	$0.00	$0.00	$425,048.00
2	2.2	Provide facilities that are safe, in good repair and in accessible locations in underserved areas	English Learners Foster Youth Low Income	$392,705.00	$168,858.00	$0.00	$0.00	$561,563.00
2	2.3	Interventions, programs, staff, and services to support persistence, academic and work	English Learners Low Income	$575,660.00	$0.00	$0.00	$0.00	$575,660.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		skills learning for EL and Special Needs students						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,091,051	2,313,043	45.43%	0.00%	45.43%	$2,927,832.00	0.00%	57.51 %	**Total:**	$2,927,832.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,927,832.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	Schoolwide	English Learners Low Income	All Schools	$524,282.00	
1	1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	Yes	Schoolwide	English Learners Low Income	All Schools	$729,401.00	
1	1.3	Purchase New Technology & Additional Tech Training	Yes	Schoolwide	English Learners Low Income	All Schools	$150,000.00	
1	1.4	Create a team that will meet at least every other month to review the LCAP	Yes	Schoolwide	English Learners Low Income	All Schools	$130,736.00	
2	2.1	Implementation of interventions, programs, and services for a healthy, safe environment for all students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$425,048.00	
2	2.2	Provide facilities that are safe, in good repair and in	Yes	Schoolwide	English Learners Foster Youth	All Schools	$392,705.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		accessible locations in underserved areas			Low Income			
2	2.3	Interventions, programs, staff, and services to support persistence, academic and work skills learning for EL and Special Needs students	Yes	Schoolwide	English Learners Low Income		$575,660.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,693,294.00	$2,384,765.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$649,665.00	$649,665.00
1	1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	Yes	$539,579.00	$462,666.00
2	2.1	Implementation of interventions, programs, and services for a healthy, safe environment for all students	Yes	$351,620.00	$328,935.00
2	2.2	Provide facilities that are safe, in good repair and in accessible locations in underserved areas	Yes	$546,061.00	$546,061.00
2	2.3	Interventions, programs, staff, and services to support persistence, academic and work skills learning for EL and Special Needs students	Yes	$606,369.00	$397,438.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,056,379.00	$2,313,015.00	$2,004,536.00	$308,479.00	95.00%	91.00%	-4.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$491,973.00	$491,973.00	21	21
1	1.2	Services, Staff, and Materials in support of data analysis and student achievement in core classes and ELD	Yes	$539,579.00	$462,666.00	23	22
2	2.1	Implementation of interventions, programs, and services for a healthy, safe environment for all students	Yes	$309,620.00	$286,985.00	13	13
2	2.2	Provide facilities that are safe, in good repair and in accessible locations in underserved areas	Yes	$365,474.00	$365,474.00	16	16
2	2.3	Interventions, programs, staff, and services to support persistence, academic and work skills learning for EL and Special Needs students	Yes	$606,369.00	$397,438.00	22	19

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,557,362	$2,056,379.00	0.00	57.81%	$2,004,536.00	91.00%	147.35%	$0.00	0.00%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.

- **Support for Identified Schools**: Describe how the LEA has or will support 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.

- **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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

EPIC de Cesar Chavez | 2023-2024 School Calendar

Aug. 13: Staff Travel Day
Aug. 14-18: PD Week
Aug. 21-22: Teacher Work Days
Aug. 23: First Day of School
Aug. 23- Sept. 12: CASAS Testing
7 Instructional Days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Feb. 19: Presidents' Day
Feb. 23: PLC Minimum Day
20 Instructional Days

Sept. 4: Labor Day
Sept. 8: PLC Minimum Day
Sept. 20: College & Career Day
Sept. 22: PLC Minimum Day
20 Instructional Days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Mar. 8: PLC Minimum Day
Mar. 14-16: PD Days
Mar. 28: End of 3rd Quarter
Mar. 29: Cesar Chavez Day of Service
Mar. 18-27: CAST Testing
19 Instructional Days

Oct. 6: PD Day
Oct. 20: PLC Minimum Day
Oct. 25: End of 1st Quarter
Oct. 26- Nov. 15: CASAS Testing
Oct. 31: Grades Due
21 Instructional Days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Apr. 1-5: Spring Break
Apr. 8-25: CASAS Testing
Apr. 11: Grades Due
Apr. 12: PD Day
Apr. 17: College & Career Day
Apr. 26: PLC Minimum Day
16 Instructional Days

Nov. 3: PLC Minimum Day
Nov. 10: Veterans Day
Nov. 20-24: Thanksgiving Break
16 Instructional Days

S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 10: PD Day
May 24: PLC Minimum Day
May 27: Memorial Day
May 28-Jun. 7: CASAS Testing
21 Instructional Days

Dec. 15: PD Day
Dec. 18-29: Winter Break
10 Instructional Days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 11: Last Day of School
June 12: Teacher Work Day
June 13: Teacher Work Day/Grades Due
June 13-20: Graduations
7 Instructional Days
178 Total Instructional Days
195 Total Teacher Work Days

Jan. 1: New Year's Day (Obs.)
Jan. 2: Return from Winter Break
Jan. 3-22: CASAS Testing
Jan. 5: PLC Minimum Day
Jan. 15: Martin Luther King Jr. Day
Jan. 19: PLC Minimum Day
Jan. 23: End of First Semester
Jan. 30: Grades Due
21 Instructional Days

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Key

PD Day - Non-School Day
PLC Day - Minimum Day
CASAS Testing Window
Holiday - Non-School Day
Grades Due
Other Important Dates

PLC Minimum Day Schedule
PLC: 9:00am-12:00pm
Lunch/Prep: 12:00pm-2:00pm
Instructional Time: 2:00pm-6:00pm

Early Childhood Education Concentrator Course Outline

Course Number: 1004
Course Name: Early Childhood Education (Concentrator)
This course is designed to introduce students to explore careers within the field of Early Childhood Education. It examines the role of the early childhood educator, the identification of best practices for environmental design, developing age appropriate activities, curriculum, and state requirements for obtaining a license as a family home care provider. This class meets the requirements of Bakersfield College's Introduction to Early Care and Education Certification of Completion. Students who enroll in the equivalency courses of BC 70NC, 71NC, and 72NC will earn a certificate of completion.

There will be an emphasis on:
- Effective communication.
- Professionalism in Early Childhood Education.
- Guidance strategies for seeking employment in Early Childhood Education
- Developing age appropriate activities.
- Creating effective learning environments in a diverse early care and education setting.
- Summarize effective environments to promote learning in children ages 0 to 5 years.
- Injury prevention.
- Health and safety and nutrition in early care education environments satisfying the state requirements for family child care health, safety and nutrition hours.
- Illustrating safety in childcare programs: written policies, safety plan, and standard precautions.

Credits:
Early Childhood Education Concentrator is a 5-unit course. Credits are earned through the completion of all assigned work at 70% or better. Credits are assigned at 2.5 credits per quarter upon the completion of one-half of the course outline.

Grades:
Students are required to demonstrate 70% on all work as the minimum EPIC de Cesar Chavez (Charter) High School expectation. Students should be awarded a letter grade of A, B, or C in this course

Courseware:
The credit calculations and content information reference the following textbook:
Working with Young Children 9th Edition by Dr. Judy Herr

Supplemental Courseware:
Supplemental OER: *CHILD GROWTH AND DEVELOPMENT pdf*
Supplemental OER : *CHILD GROWTH AND DEVELOPMENT pdf- Spanish*

Supplemental: The Mondragon Report
Supplemental: Immigrant Worker-Owned Cooperatives

California CTE Pathway and Academic Core Standards

Child Development Concentrator correlates with the CTE Anchor, CTE Pathway, College and Career Readiness (CCRS), ELD, ELPS and CASAS standards for grades 9-12.

UNITS	BENCHMARKS	CTE Content Standards Addressed
UNIT 1		
UNIT 1 Week 1	**BENCHMARK 1:** Syllabus, expectations, overview of Canvas. Students will investigate careers in Early Childhood Education in their community.	**Benchmark 1:** **CTE Anchor:** 3.0, 3.4, 4.0 **CTE Pathway: NA** **CASAS:** L6.7, S6.2,W6.2, R7.6 **ELD:** 9-10, 1.A.2, 1.B.6, 1.C.10. **ELA:** W.9–10.6; SL.9–10.2; L.9–10.3 **CCRS:** SL.11-12.2, SL.9-10.1, L.9-10.1 **ELP:** 1, 2
UNIT 1 Week 2	**BENCHMARK 2:** Students will identify professional language in the field of Early childhood education.	**Benchmark 2:** **CTE Anchor:** 3.6 **CTE Pathway:** A1.1, A1.3, A2.1, A2.2, A3.1 **CASAS:** L6.1, S4.3, W4.8, R3.4 **ELD:** 9-10, 1.A.1, 1.A.2, 1.B.8 **ELA:** SL.9-10.1, L.9-10.1, **CCRS:** W.9-10.6, L.9-10.1,SL.9-10.1 **ELP:** 5,7
UNIT 1 Week 3	**BENCHMARK 3:** Students will explain the role of Early Childhood Educators	**Benchmark 3:** **CTE Anchor:** 3.0, 3.6, 4.0 **CTE Pathway: NA** A1.1, A1.3, A1.4, A.1.5, A2.0, A2.2, A2.2, A2.3, A3.1, A5.0, A6.0, A7.0, A8.0 **CASAS:** L6.1, S4.3, W4.8, R3.5 **ELD:** 9-10, 1. A, 1.B.5 , 1.C.10 **ELA:** W9-10.7, L.9-10.3, RST.9-10.4 **CCRS:** SL.9-10.1, W.9-10.6, W/WHST.9-10.2 **ELP:** 7, 9
UNIT 1 Week 4	**BENCHMARK 4:**	**Benchmark 4:** **CTE Anchor:** 3.0, 3.4, 3.9 4.0

	Students will compile a list of possible employment opportunities in their community.	**CTE Pathway:** 3.1, 3.3, 3.5, 3.9 **CASAS:** L5.6, S5.6, W6.14, R7.9 **ELD:** 9-10, 1. B.5, 1.B. 8 **ELA:** SL.9–10.1, L.9-10.6, W9-10.2 **CCRS: SL.9-10.1, W/WHST.9-10.2** **ELP:** 5, 8
UNIT 1 **Week 5**	**BENCHMARK 5:** Students will define what it means to be professional in the Early Childhood Workplace.	**Benchmark 5:** **CTE Anchor:** 3.1, 3.2 **CTE Pathway:** A1.0, A1.1, A1.3, A1.4, A2.0, A2.2A2.5, A3.0, A12.0, A12.1 **CASAS:** L6.1, S4.3, W4.8, R3.5 **ELD:** ELD: 9-10, 1. A., 1.B.5, 1.C.10 **ELA:** L.9–10.1, W9-10.7, RL.9–10.1, SL.9–10.1 **CCRS:** RI/RL.9-10.2, W.9-10.6, SL.9-10.1, L.9-10.1 **ELP:** 2, 3
UNIT 1 **Week 6**	**BENCHMARK 6:** Students will compile a long term pathway plan for upward mobility in the Early Childhood workforce.	**Benchmark 6:** **CTE Anchor:** 3.0, 3.1, 3.3, 3.4, 3.5, 3.9 **CTE Pathway: NA** **CASAS:** L5.7, S6.12 , W5.8, R6.6 **ELD:** ELD:9-10, 1.A.3, 1.B.5 , 1.C.10 **ELA:** SL.9-10.1, 3, 6; L.9-10.1,3,6 W.9–10.1–10; WHST.9–10.1–2, 4–10; L.9–10.1–6; W.7.1; **CCRS:** RI/RL.9-10.2, L.9-10.1, W/WHST.11-12.4, W.9-10.6 **ELP:** 5, 7
UNIT 2		
UNIT 2 **Week 1**	**BENCHMARK 1:** Students explain a physical learning environment for children 0 to five.	**Benchmark 1:** **CTE Anchor:** 2.4, 2.5, 2.6, 5.4, 10.1, 10.9 **CTE Pathway:** A1.0, A2.2, A5.0, A5.1, A5.2, A5.6, A7.0, A7.1, A7.2, A7.3, A7.5,A7.6, A8.0, A8.1, A10.2, A11.0, A11.1, A11.3

		CASAS: L5.8, S5.6, W8.4, W7.12 R8.4, **ELD:**9-10,1.A. 3, 1.B.7, 1.C.12 **ELA:** W.9–10.4-5; WHST. 9–10.4–5; SL.9–10.6; L.9–10.1, WHST.9–10.1–2, **CCRS:** SL.9-10.1, RI/RL.9-10.2, L.9-10.1, W/WHST.9-10.2 **ELP:** 7, 3
UNIT 2 **Week 2**	**BENCHMARK 2:** Students will compare and contrast physical appropriate learning environments for children 0 to five.	**Benchmark 2:** **CTE Anchor:** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 5.1, 5.4, 10.1, 10.7, 10.8, 10.9, 10.13, 10.14, 10.15 **CTE Pathway:** A1.0, A2.2,A5.2,A5.4, A5.6, A6.2, A7.0, A7.1, A7.2, A7.3, A7.5,A7.6, A8.0, A8.1, A11.0, A11.1, A11.3 **CASAS:** R8.4, W5.8, S6.11, L6.13 **ELD:** 9-10,1.B.5,1.B.6, 1.B. 7, 1.B. 8. **ELA:** SL.9–10.6,L.9–10.2, RH.9–10.9, W9-10.7 **CCRS:**SL.9-10.1, RI/RL.9-10.2, L.9-10.1, W/WHST.9-10.2 **ELP:** 7,8,6
UNIT 2 **Week 3**	**BENCHMARK 3:** Students will describe age appropriate music activities	**Benchmark 3:** **CTE Anchor:** 8.1, 10.1,10.3, 10.9 **CTE Pathway:** A5.6, A6.5, A7.0, A7.4, A8.0, A8.1, A8.4, A11.1, A11.3, A7.1, A7.5, A12.4 **CASAS:**R9.3,R9.27,W7.13,W7.14, S5.6,,L6.4, L6.10 **NGSS:** HS-LS3-1. HS-LS3-2. **ELD:9-10,** 1.A.1 1.A.2 1.B.8 **ELA:**SL.9–10. 6, L.9-10.1, RH.9–10.7, W.9-10.2 **CCRS:** RI/RL.9-10.2, SL.9-10.1, **ELPS:** 2, 6
UNIT 2 **Week 4**	**BENCHMARK 4:** Students will generate age appropriate curricular activities	**Benchmark 12:** **CTE Anchor:** 2.3, 2.4, 2.5, 2.6, 5.4, 10.1, 10.9 **CTE Pathway:**

		A5.0, A5.1, A5.2, A5.6, A6.5, A7.0, A7.1, A7.2, A7.4, A8.0, A8.1, A8.4, A11.0, A11.1, A11.3, A12.4 **CASAS:** L6.10, S6.15, W8.9, R8.4 **ELD:**9-10**,**1.A.1,1.A.4, 1.C.10 **ELA:** RST.9-10.1, **CCRS:** SL.9-10.1, RI/RL.9-10.2, L.9-10.1, W.9-10.6 **ELP:** 1, 2, 6
UNIT 2 **Week 5**	**BENCHMARK 5:** Students will list traits of effective child care settings	**Benchmark 15:** **CTE Anchor:** 2.4, 2.5, 2.6, 6.6, 7.4, 8.2, 8.3, 9.6, 10.1, 10.2, 10.8, 10.9 **CTE Pathway:** A1.0, A2.0, A2.2, A5.0, A5.1, A5.2, A5.6, A7.0, A7.1, A7.2, A7.3, A7.5,A7.6, A8.0, A8.1, A11.0, A11.1, A11.3, A12.1 **CASAS:** R7.9, L6.10, S6.11, W7.14 **ELD:**9-10**,**1.A. 2, 1.B.8,1.C.10 **ELA:** **CCRS:** SL.9-10.1, RI/RL.9-10.2, L.9-10.1, W.9-10.6 **ELP:** 1, 2, 6
UNIT 2 **Week 6**	**BENCHMARK 6:** Students will explain what makes diverse child care settings effective or ineffective	**CTE Anchor:** 2.1, 2.2, 2.3, **CTE Pathway:** A2.2, A5.0, A5.1, A5.2, A5.6, A6.5, A7.0, A7.1, A7.2, A7.4,, A8.1, A8.4, A11.0, A11.1, A11.3, A12.4 **CASAS:** R7.9, R7.13, L6.13, S6.11, W7.11 **ELD:** 9-10, 1. A.4., 1C.10. **ELA:** W.9–10.1 WHST.9–10.1 SL.9–10.6 L.9–10.6 **CCRS:** SL.9-10.1, RI/RL.9-10.2,L.9-10.1, W/WHST.9-10.2 **ELP:** 1,2
UNIT 3		
UNIT 3 **Week 1**	**BENCHMARK 1:** Students will be able to identify healthy practices for early care and education environments to	**Benchmark 1:** **CTE Anchor:** 2.1, 2.2, 2.3, 2.4, 2.5, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

	reduce the spread of infectious disease. Students will also be able to understand how to follow Standard Precautions and other key preventative health practices.	**CTE Pathway:** A1.1, A2.0, A2.1, A2.2, A2.3, A3.0, A3.1,A3.2, A3.3, A3.4, A3.5, A4.0, A4.1, A4.2, A4.3, A9.0, A9.1, A9.2, A9.3, A9.4, A9.5 **CASAS:** L6.7, S6.2, W6.2, R7.6 **ELD:** 9-10,1.A.2. 1.B.6 1.C.10. **ELA:** WHST.9–10.6; SL.9–10.2; L.9–10.3 **CCRS:SL.11-12.2,** **ELPS:** 1, 3
UNIT 3 **Week 2**	**BENCHMARK 2:** Students will be able to explain best practices for the prevention of injuries in an early care and education environment. Students will also be familiar with tools and resources to keep child care programs safe for children	**Benchmark 2:** **CTE Anchor:** 2.1, 2.2, 2.3, 2.4, 2.5, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 **CTE Pathway:** A1.1, A2.0, A2.1, A2.2, A3.0, A3.1, A3.4, A4.0, A4.2, A4.3, A9.1, A9.3, A9.5 **CASAS:** L6.8, S6.14, W8.9, R9.37, R9.38 **ELD:**9-10, 1.A.2 1.B.6 1.C.10. **ELA:** WHST.9–10.6; SL.9–10.2; L.9–10.3 **CCRS:** W/WHST.9-10.8, RI/RL.9-10.2, SL.9-10.4 **ELPS:** 2
UNIT 3 **Week 3**	**BENCHMARK 3:** Students will be able to understand how to establish, communicate, and promote written policies regarding health and safety in child care programs. Students will be able to describe a health and safety plan for early care and education environments. Students will be able to perform CPR and first aid on infants and children	**Benchmark 3:** **CTE Anchor:** 2.1, 2.2, 2.3, 2.4, 2.5, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 10.17 **CTE Pathway:** A1.1, A2.0, A2.1, A2.2, A2.3, A3.0, A3.1,A3.2, A3.3, A3.4, A3.5, A4.0, A4.1, A4.2, A4.3, A9.0, A9.1, A9.2, A9.3, A9.4, A9.5 **CASAS:** R9.38, W8.8, S6.11, L6.10 **ELD:**9-10, 1.B.5 1.B.7 1.C.10 **ELA:** SL.9-10.1, L.9-10.1, RI.9–10.4, W.9–10.4 **CCRS:** RI/RL.9-10.2, SL.9-10.1, W/WHST.9-10.8 **ELPS:** 2,3
UNIT 3	**BENCHMARK 4:**	**Benchmark 4:** **CTE Anchor:**

Week 4	Students will identify positive effects of nutrition on developing children, and access the USDA's Child and Adult Care Food Program criteria for planning.	6.3, 6.6, 10.17, 10.18 **CTE Pathway:** A2.0,, A2.2, A2.3, A3.1,A3.2, A3.3, A3.4, A3.5, A9.0, A9.1,, A9.3, A9.4, **CASAS:** R7.13,R7.14,W6.8, W69, S5.10, S6.15, L5.6 **ELD:**9-10 1.A.1 1.B.5 1.C.10 **ELA:** SL.9-10.1,L.9-10.1, WHST.9–10.4 **CCRS:** RI/RL.9-10.2, W.9-10.6, SL.9-10.1 **ELPS:** 6 ,2
UNIT 3 **Week 5**	**BENCHMARK 5:** Students will describe best practices related to feeding children of all ages. Students describe the considerations of food allergies and food safety when preparing meals for children.	**Benchmark 5:** **CTE Anchor:** 6.3, 6.6, 10.17, 10.18 **CTE Pathway:** A2.2, A2.3, A3.1,A3.2, A3.4, 4.2, A4.4, A6.2, A9.0, A9.1, A9.2, A9.3, A9.4, A9.5 **CASAS:** R7.13,R7.14,W6.8, W69, S5.10, S6.15, L5.6 **ELD:**9-10 1.A.1 1.B.5 1.C.10 **ELA:** SL.9-10.1,L.9-10.1, WHST.9–10.4 **CCRS:** RI/RL.9-10.2, W.9-10.6, SL.9-10.1 **ELPS:** 8, 4
UNIT 3 **Week 6**	**BENCHMARK 6:** Students will review a state licensing application for a family home care. Students locate a state licensing application for family home care.	**Benchmark 6:** **CTE Anchor:** 3.6, 9.3, 9.4, 11.3 **CTE Pathway:** A1.1, A1.2, A2.0, A2.1, A2.2, A2.3, A2.4, A3.0, A3.1,A3.2, A3.3, A3.5, A10.5 **CASAS:** L6.9, S5.9, W8.9, R8.6 **ELD:**9-10, 1.A.1 1.A.2 1.B.8 **ELA:** SL.9-10.1,L.9-10.1, WHST.9–10.4 **CCRS:**SL.9-10.1, RI/RL.9-10.2 **ELP:** 1, 2, 6

In order to move into Early Childhood Education (Completer), the student will have demonstrated proficiency in the Early Childhood Education (Concentrator) course at or above 70%.

UNIT I

- Communication/ Community Agreement
- Professional Language in Early Childhood Education
- Role of Early Childhood Educators
- Employment Opportunities in the Community
- Being Professional in Early Childhood Education
- Planning for the Early Childhood Workforce

UNIT II

- Understanding Learning Environments (0-5yrs)
- Appropriate Learning Environments Comparisons
- Appropriate Music Activities
- Age Appropriate Curricular Activities
- Traits of Effective Child Care Settings
- Diverse Child Care Settings

UNIT III

- Healthy Practices & Standard Precautions for Early Care Environments
- Practices for the Prevention of Injuries in an Early Care Environment
- Health & Safety plans for Early Care and Education Environments
- Positive Effects of Nutrition
- Considerations When Preparing Meals for Children
- Licensing Applications for Family Home Care

EPIC Student Services
Vanessa Gutierrez, Director
Quarterly Board Meeting 6/24/2023

Objective: To hire and train 100% of student services staff to implement uniform consistent processes and procedures across the state to support increased ADA to 439 from enrollment of 700 at a cost not to exceed approved budget by June 30, 2023.

Results: Through June 21st, we have recruited and enrolled over 1250 students total. We finished the year with an enrollment of 480 with an average daily attendance of 333. All staff have attended training in new processes and procedures.

   Outreach & Enrollment: The department has successfully recruited and enrolled over 1,200 EPIC students across three regions during the first half of the year (this includes no-show students). We have attended monthly outreach events, and conducted over 200 group orientation across the state.

   Admissions & Records: The office has processed over 1250 EPIC enrollments, schedules, quarterly grades, and transcripts. We have implemented tracking of information and enrollments in EPIC's student information system for Workforce Development and the new ESL classes at Cadiz and online.

   Counseling:. Our current counseling staff includes 2.75 counselors and 1 academic advisor serving the three regions. The new counseling manager will start July 1st. This academic year there were a total of 120 graduates.

   Nutrition: The goal was to serve compliant breakfast and lunch starting fall 2022. Due to delay in refrigerator orders and deliveries, only breakfast was served for the first three months of school. By the end of the school year, only one site (Cathedral City) did not serve complaint meals because we were pending a move. The nutrition department successfully completed the audit with only two minor findings that were already addressed and rectified. The department applied for various funding sources to support purchasing new equipment and a new central kitchen, with a grand total of $211,000 and another $300,000 that was submitted and pending..

   Reporting:
   · CBEDS October 2022: completed
   · CALPADS Fall 1 & Fall 2: completed
   · Attendance Reporting P1 &P2: completed
   · CALPADS EOY: In progress
   · Attendance Reporting EOY: in progress

   Gap: 106 ADA or 25% gap across the state.

EPIC Student Services Update for Board Meeting
June 2023

Reforecasting: Continued outreach efforts across the state to help increase enrollment for the new academic year. Meet with leadership from all Student Services departments to put together a plan for the new year that supports an ADA of over 400. In the next 60 days, student services will focus on the following: 1. Continued weekly outreach and orientations at each site to enroll new students 2. Wrap up 2022-2023 student records and reporting. 3. Hire one additional counselor 4. Continue planning for new central kitchen at Union

EPIC Workforce Development
Gustavo Olvera, Director
Quarterly Board Meeting June 24, 2023

Objective:

    To have 90% integration between all Workforce Development Divisions (CTE, CCEC, Business Enterprises) Academics and Student Services through continuous collaboration and professional development by June 30, 2023, at a cost not to exceed budget.

Results:

- EPIC/CTE Student Enrollment Process was implemented between CCEC & EPIC
- CCEC Educational Initiatives Coordinator within the corps to bridge the gap between EPIC and CCEC
- Additional EPIC Class at Union to accommodate corpsmembers and students with day time jobs that would be unable to attend class during the traditional school schedule
- ECE Services extended for corpsmembers and students
- BCOE/Caltrans Project provided paid work experience as well as EPIC Educational Services to the corpsmembers in Paso Robles
- CTE Fire Program developed a hybrid schedule to accommodate EPIC Students and Corpsmembers interested in the program
- Opened ECE Centers in Yuba City and Tehachapi
- Recycling Social Business in Recycling has initiated its debut and transferred four corpsmembers as interns to assist with operations and the continued development of the social business

Workforce Development integrated 75% of the 90% goal for the FY 22/23.

Gap:

    15% gap in accomplishing the goal.

Reforecasting:

    WFD will continue efforts to fully integrate the WFD Divisions in fiscal year 2023/2024 and have 100% integration by the end of the second quarter of FY23/24

Career Technical Education
Christopher Blood, Administrator
Quarterly Board Meeting June 24, 2023

Objective #1: To establish a CTE program that results in 80-90% increase in student Pathway completions.

Results: In '21-'22 we (FIELD) had 57 students complete their entire CTE Pathway. In '20-'21 we had an amazing 124 Completers.

FOR FALL 2022: FIELD CTE had 263 students originally enroll in a Pathway; 94 students successfully completed/passed their Course; 169 did not Pass or Dropped (10CM's Passed/ 7CM's did not)

PERCENTAGES for FALL: 263 TOTAL= 35% of CTE Students passed/ 65% did not or were dropped/withdrew

FOR our SPRING 2023 TERM: 141 students enrolled; 66 students passed their course (33 Completed Pathway); 75 students did not pass/were dropped

PERCENTAGES for SPRING: 141 TOTAL= 66 students Passed/ 75 did not (47% Pass Rate / 53% did not)

Overall FIELD/EPIC/CTE have 55 Graduates/Completers for the spring '23 Semester; 31 Graduates/Completers from fall '22---for 2022-23 CTE Completer Total of 86 Graduates/Completers.

Gap: More support for our "ESL" CTE Students needed; more Professional Development for CTE Faculty; more "in-person" instruction (when/if possible) would help. A sequence of ESL>Introduction to CTE Workshop>*then* CTE Enrolment would also help retain many students who Dropped/Withdrew from the program. This Academic Years Graduation Rates are comparable to the previous two years however (57 CTE Grads in '21-'22; 86 Graduates in '22-'23 but considerably more students Dropped/Withdrew initially).

Reforecasting: This Objective will need to be revisited and revised for the fall 2023 Semester. I hope to secure funding for a CTE Tutor/Classroom Aide(s). ALSO—our CTE Team has expressed the need for not only embedded Tutors; but an ESL program and "Bridge Courses" to meet our students' needs. The target percentage for CTE Graduates will be 85-90% Pathway Completion rate (from 57 Grads in '21-'22—to—105 Grads for '22-'23). Our overall successful Course matriculation needs to be increased by at least 75% (3 in 4 enrolled students actually see through and finish their CTE Course) finally, the arrival/on-boarding of our new CTE Director/Administrator (Mr. Doug Criddle will undoubtedly help our CTE Program improve)

Objective #2: To integrate CTE Faculty and Admin with FIELD's EPIC program and *all* Workforce Development Programs; integrating CTE Faculty and Admin., FIELD Administration, EPIC Staff, in cooperation and partnership with all other FIELD Divisions.

Results: Much progress has been achieved in short time. CTE is *integrating* with **Counseling** (with Mr. Chavez-Villarino for better addressing CCEC Corpsmember needs and support—the need for Case Managers for example); **Student Services** (scheduling, enrollment documentation, record-keeping forms); **CCEC and Natural Resources** (better figuring out how to educate our CCEC Corpsmembers-especially our CM's who work out of the area on "Spike" projects); **Admissions and Records** (CTE Administrator currently working closely with Lurline Cropper in A&R to revise and overhaul *many* of our CTE documents and records) **Work Force Development** (in the revising our Pathways and Curriculum; establishing a "HyFlex" classroom in Bakersfield; better explaining the "incentives" and opportunities for CCEC CM's who take CTE Courses (CTE paving the Path to Social Businesses) **Human Resources** (to better recruit potential students and educate the public on our CTE Program); **EPIC** (to better communicate *what CTE* is to our EPIC colleagues and TOSAs and to help facilitate the cooperation and collaboration between EPIC and CTE Instructors). The major deliverables still lacking are: Industry Recognized Certificates in Place for EACH and ALL CTE Pathways; Advisory Boards Established for ALL CTE Pathways; CORs (Course Outlines of Record) established/revised for ALL CTE Pathways; and a better cooperation/collaboration between ESL, EPIC, and CTE Instructors to better "align" and "compliment" our Curricula.

Gap: Several Program goals under this Objective have *been* achieved (as noted above, in part). We (CTE) still need more resources to better serve our students (tutoring/perhaps "Bridge courses," an ESL program for our Language Learning students. CTE Pathway awards, industry certificates, CORs (for all CTE Pathways) professional development (for students), and professional CTE Advisory Boards still forthcoming.

Reforecast: CTE Administrator must gather resources available and collaborate with CTE Faculty; conduct research; educate himself (and Faculty) and begin revising and reforming CTE Advisory Boards. Along with the Advisory Board, our CTE CORs (Course Outlines of Record); WBL (Work Based Learning) policies; CTE Pathway "Industry Recognized Certificates;" and CTE Pathway Accreditation would *all* fit into this Objective and must be executed/managed. CTE Administrator has set the goal/"deadline" to complete these *before* the commencement of the fall 2023 Semester.

OBJECTIVE #3 NEXT PAGE

Objective#3: To create a new FIELD/CADIZ Partnered CTE Pathway ("Agri-Science") by June 30, 2023 at a cost not to exceed budget for implementation for the 2023-24 School Year.

Results: ESL established at CADIZ Ranch. ESL Class Schedule/Calendar also established. EPIC High School and CTE Program to follow in 2023.

Gap: None.

Reforecast: We are still on the right path to establishing ESL/EPIC/CTE at CADIZ Ranch. Teachers must be hired; Final Curriculum and COR must still be signed off by CTE Admin and FIELD Board. Work is progressing alright and time-lines still intact. (Ms. Gabriela Carroll and Mr. Adonis Galarza-Toledo have been integral to see the progress for this Objective/Program) NOTE: FIELD CTE was originally geared to create just one new CTE Pathway at CADIZ (AgriMechanics); this may now turn into *two* Pathways (the second being Water Technologies)

Career Technical Education
Christopher Blood, Administrator
Quarterly Board Meeting June 24, 2023

<u>CTE Program (AY 2022-23) Objectives and Action Plan Narrative</u>

Our FIELD CTE Program is expanding and has much promise and potential. Besides being a great alternative educational opportunity for our students, Corpsmembers, and local community members; the CTE Program is riding a regional, State, and National "re-awakening." I believe that people are realizing and recognize the need for new and updated ways of encouraging and developing the workforce, especially the underserved and under-privileged. I think that there is a healthy job market brewing for people whom hold actual skills that can help drive the economy, community, and workplaces in the Southern Central Valley and Region/State—and the CTE Program is a tool and philosophy that can help foster FIELD's innovative spirit and is also new way to train our current and future workers; to provide a sense of accomplishment, integrity, dignity, power, and self-sufficiency that are partly at the Core of FIELDs vision.

I, myself, understand FIELD Leadership's Overall Strategic Plan for Education>CTE .Social Businesses much more now. Our CTE Program truly delivers "Pathways." Students can be educated and trained to go into our FIELD Social Businesses *post* CTE Graduation/Completion; they can also pursue jobs and careers in the overall workforce, or even opt to continue their education in higher education.

"We" (CTE Leadership, CTE Instructors, FIELD Managers, and FIELD Leadership) have been able to "align" our Wildland Firefighting Pathway with Bakersfield College for a Partnership that sees our students receive college credits for their CTE courses. Our Early Childhood Education Pathway is next in line for this alignment/Partnership with BC—and should be in place by Fall 2023 for a potential 6 college credits for our students, then further Credits put into place by 2024. Other Pathways to follow this model.

Our CTE Instructors, Administrator, and Managers need to revise ALL CTE CORs (Course Outlines of Record) over the Summer 2023. Some Courses must be better aligned with Bakersfield College Course Outlines and SLO's—our curricula in general must be updated and revised to better meet FIELD's "Social Businesses" vision.

Myself and my CTE Team isolated two "Critical Issues;" for our Analysis and Strategic Plan—one focuses on better ways to support our students and see that they succeed in our CTE Program and beyond; the second Issue looks at how we can better improve our CTE Faculty/Program and our role in FIELD's operations. In other words, one critical issue and objective revolves around improving the Student's Success and Experience; the other to highlight areas to improve and grow for Faculty, Staff, and Partners. Some, but not all, of our objectives have been partially accomplished.

Funding is a high priority in order to get the Faculty the resources they need, hiring the right and qualified individuals for our Program, and ultimately (and the main goal) to see that our students received a rigorous and comprehensive learning experience while they are enrolled in CTE Pathways.

Faculty training is also another high priority; getting our Teachers the newest and most efficient training, tools and technologies to create curriculum and apply their teaching is important.

Career Technical Education
Christopher Blood, Administrator
Quarterly Board Meeting June 24, 2023

Inter-Divisional Communication and Cooperation (with other Divisions and entities here at FIELD) along with Community Partnerships (Bakersfield College, Pathway Advisory Committees, Work-Based Learning Partners, etc) is also near the top for our CTE Priorities for this Strategic Plan.

Our (FIELD's) Partnership with CADIZ Ranch continues. Currently we are running ESL courses, which will lead to EPIC (potentially) and ultimately TWO new CTE Pathways (CADIZ-Agricultural Mechanics and CADIZ-Water Technologies).

CTE Administration and Faculty have examined and analyzed areas of our curriculum, documentation, day-to-day operations, and communications and I believe we in the CTE Division are at least "on the same page" towards what needs to improve and to be more closely examined and rectified. We look to grow more in the next year; the two aforementioned new CAADIZ Pathways, a new Culinary Pathway, a new Learning Center at Union Ave in Bakersfield and a total overhaul of the paperwork and documentation for the CTE Program in which I titled "Operation Make Confusing Paperwork NOT Confusing Anymore." And finally, last but certainly not least, FIELD CTE must work harder to make community contacts and Partners to help us foster and build a much more robust and interactive network of Labs and Work Based Learning for our CTE students, Corpsmembers and Non-Corpsmembers alike. I look forward to confronting these challenges and doing my part to see that the students succeed in our CTE Pathways and beyond, which is the #1 Priority and Mission of FIELD's CTE Program.

CTE   Field CTE Pathways

Doug Criddle, CTE Manager

Quarterly Board Meeting June 24, 2023

<u>Objectives:</u>

1. Increase Student ADA at Yuba City site through Identifying and establishing CTE programs that are aligned with local and regional Community employer partnership needs.

2. Identify top CTE Pathways (1-3) that serve community needs through existing advisory stakeholders and LMI data indicators for local and regional area.

3. Prioritize pathways by need, location, equipment availability, and implementation roll-out schedule.

4. Establish costs of Identified pathway(s)

5. Determine social business plan for self- sustaining model(s).

6. Locate qualified Instructor(s) for determined Pathways.

7. Review and determine curriculum and modifications needed.

8. Input on new Field CTE Catalogue design and development.

Results:

1. In progress. Once the CTE Catalogue is finalized, we can market to local community stakeholder partners to build credibility of program partnership. Additionally, promote at local community events and Chamber of Commerce. (Yuba and Sutter Counties) Finalized date TBD
2. Top Three pathways identified are Culinary, Construction and Manufacturing. These pathways are aligned with the needs of local and regional areas.
3. Analysis of the actual Employers needs within the last 30 days in our local market area. (see manufacturing CNC list). This data, along with LMI data supports the position of adding the pathway to Fields CTE catalogue. The main reason is to offer High Skill, High Pay, and High Demand career opportunities to our local and regional areas.
4. In progress. I am currently obtaining costs of all three Proposed CTE program pathways and will have by 6/24/board meeting.
5. In progress.
6. I have a manufacturing instructor for the Lab. I am searching for the in classroom instructor for manufacturing Cad/Cam portion.
Culinary instructor still needs to be found. I am reaching out to local restaurateurs that may want to participate in instruction side.
7. In progress. Need to meet with Roxanne and review curriculum designs.
8. Field Catalogue finalization is TBD.

Gap:

Reforecasting:

CTE Water Conservation
Adonis Galarza-Toledo, Environmental/Water Conservation Manager
Quarterly Board Meeting June 24, 2023

Objective:
To receive proper permitting and land owner buy in to install 15 water treatment systems at torres martinez and expand water treatment systems to 7 other mobile home parks in the Eastern Coachella Valley.

Results:
- Received approval from Torres Martinez Planning Commission to begin construction.
- 9/15(phase 1) water treatment systems are currently under construction
- Toledo MHP(1/7) water treatment system under construction

Gap:
- 6/15(phase 2) Torres Martinez land owners have not signed up.
    Explanation:
        - 2/6 land owners are deceased. 4/6 landowners have not returned phone calls.
        - Waiting for completion of Phase 1 to circle back with phase 2 land owners.
- 6/7 mobile home parks in the Eastern Coachella Valley have not initiated construction for water treatment systems.
    Explanation:
        - Have not identified funding source
        - There are actually 18 identified mobile home parks with arsenic in their water.

Reforecast:
To finalize construction for 15 water treatment systems at Torres Martinez Desert Cahuilla Tribe and identify funding for the purpose of constructing 18 water treatment systems in the Eastern Coachella Valley.

FIELD
Farmworkers Institute of Education & Leadership Development

Early Childhood Development
Carolyn Coffey, ECE Director
Quarterly Board Meeting June 24, 2023

Objective:
To create a strategic plan for phase one of licensing for the following centers by June 30th, 2023:
- Bakersfield Union (by April 28th, 2023)
- Yuba City (by June 30th, 2023)
- Salinas (June 30th, 2023)

Strategic plans include items that need to be purchased for licensing, renovations needed, and quotes gathered for renovations.

Objective 2: To begin the licensing process on the Bakersfield Union location by April 28th, 2023.

Results:
- Strategic plan for phase one of licensing is complete for Bakersfield Union.
- Strategic plan for phase one of licensing is complete for Yuba City.
- Strategic plan for phase one of licensing is complete for California City.
- Average cost for each facility has been calculated and submitted for consideration.

Gap:

25% gap in accomplishing the goal.

Reforecasting:

- It was determined that Salinas will not reach licensing requirements and we may need to find a building close by to build a licensed facility. We can continue to operate the childcare facility as we currently operate and provide services for students and staff without licensing.
- Licensing for the Bakersfield Union location has not begun, awaiting repairs.

Early Childhood Development
Carolyn Coffey, ECE Director
Quarterly Board Meeting June 24, 2023

- ECE will continue efforts to complete objectives 1 and 2 by the end of the second quarter of FY 23/24.
- Some of the quotes gathered exceeded our expectations and we are in the process of gathering more quotes.

Fire Program
Steve Watkins, Fire Program Manager
Quarterly Board Meeting June 24, 2023

FIELD Fire Program main purpose is to continue to provide a working relationship within the Wildland environment community to perform job skills necessary to support Wildland fire incidents and other emergency incidents within Kern County and abroad.

Objective:

Fire was to re-establish and strengthen the two previous objectives from last fiscal year. The first objective was educational and the second one was operational.

<u>Objective #1: Educational</u>

To create an educational pathway for current and future Corpmembers within our FIELD program to teach and learn necessary skills to become a NWCG qualified Firefighter type 2 (FFT2) by strengthen our partnership through Bakersfield College and other educational institutions.

<u>Objective #2: Operational</u>

To establish a working MOU with KCFD. This would create a pathway for sponsorship to assist wildland incidents and other emergency incidents locally and abroad.

Create partnerships with local city, county, state, and federal agencies to give our Corpmembers the hands-on experience of what it's like to support wildland incidents and other emergency incidents.

Build internal relationships with National Resources division to accomplish fire fuel reduction and trail building projects locally and abroad.

Fire Program
Steve Watkins, Fire Program Manager
Quarterly Board Meeting June 24, 2023

Results:

Educational:

Created two 71A sessions (Mon &Wed 5:30pm –9pm weekly, Thurs & Fri 9am-4pm biweekly) this last Spring, both started the week of March 13. We had 17 students who signed up between the two sessions. 12 students competed in the course, 10 Corpmembers and 2 Bakersfield College students. 10 Corpmembers were able sign up through BC and receive 3 units, all pass courses.

Working on a partnership/agreement with Southern Sierra Fire Training company to assist them in teaching higher level wildland courses and create opportunities for current/future Corpmembers that might follow certain career pathways within FIELD.

Operational:

After several meetings and lengthy discussions with KCFD an agreement was finally reached on an established working MOU between FIELD and KCFD. On May 23 2023, we went in front of Kern County Board of Supervisors, and they approved the MOU and final signatures by Mr. Villarino and Chief Duncan took place on June 14.

We signed up some FIELD equipment (Stake-side, pickup trucks, chipper, and etc.) in the Fed Virtual Incident Procurement (VIPR) system and CAL FIRE Hire Equipment Management System (HEMS) to support federal and state agencies on all emergency incidents including wildland incidents.

Working on Specific grant (Nature-Based Solution) within greater Kern County Mountain community area to reduce fire fuel in certain areas that are ripe for large, scaled fires and other projects that they may need assistance with. This grant with help us teach and train our Corpmembers with basic hands on skills needed to support wildland incidents and other emergency incidents which will create opportunities for future self-development.

Gap/Reforecasting:

At this time, I do not see any issues in continuing to meet our objectives, nor do I foresee any problems going forward this upcoming fiscal year.

Workforce Development/Natural Resources
Dave Weaver, Manager
Quarterly Board Meeting June 24, 2023

Annual Objective#1: To meet all educational obligations for corpsmembers while fulfilling project work remotely by June 30, 2023.

Quarterly Objective #1: Implement distance learning for Corpsmembers in the programs that were piloted in Q3 and test distance learning for Agriculture pathway.

Results: Natural Resources and Fire CTE pathways were successful in Q3. The Fire pathway had 12 Corpsmembers successfully complete the 6 week course. Natural Resources students showed that they were able to complete workbook material and attend class virtually. In Q4, 1 Corpsmember was enrolled in Agriculture and was able to replicate the success of the Natural Resources Pathway completing work from a workbook and attending class virtually during time off of Spike.

Gap: Natural Resources, Fire, and Agriculture have been piloted and proven possible while working remotely. Recycling and ECE will be more challenging and will need to be tested in the future to accommodate remote work.

Reforecasting: For future learning opportunities, more feasibility studies will be needed to see if distance learning is possible for pathways such as Recycling, Agriculture, or Early Childhood Education. If any pathways are not feasible, then adjustments will be necessary to move Corpsmembers to a different pathway or different department, depending on the individual's career goals.

Workforce Development/Natural Resources
Dave Weaver, Manager
Quarterly Board Meeting June 24, 2023

Quarterly Objective #2 To have 15 Corpsmembers integrated in the three local projects by 2/28/2023.

Results: Three projects have been continuing locally around Tehachapi and California City. At the time of the signing of the agreements, there were seven corpsmembers between Cal- City and Tehachapi to staff the crews, along with 2 from Bakersfield. Natural Resources has been able to get back up to 83% full on Butano State Park Spike Crew(10 out of 12) and remain at 60% (9 out of 15) locally.

Gap: Local projects fielding 9 of 15 (60%) of projected Corpsmembers. The goal of 15 was achieved during the quarter, however 3 Corpsmembers moved to careers in Fire(BLM), Natural Resources(Fish and Wildlife, and Public Service(City of Tehachapi) and 3 Corpsmembers were moved to the Spike Crew to supplement the required personnel in the contract.

Reforecasting: Natural Resources will have 27 Corpsmembers to staff local projects and to cycle through remote projects (spikes) at 100% by the end of Q1 of the next fiscal year. The ETR/WEX program has helped to expedite the recruitment process for Natural Resources staff.
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Quarterly Objective #3: Incentives will be developed and implemented to recognize top performing corpsmembers in academic and work areas.

Results: Natural Resources has reimplemented a monthly "Corpsmember of the Month" award for high performers. The Natural Resources Staff nominates, debates, and votes on the individuals that stand out monthly. Money raised by recycling water bottles is used to purchase small gifts along with a certificate for the winner.

Gap: 50% gap in proposed increased incentives. Work incentives have been re-established, however educational incentives have not.

Workforce Development/Natural Resources
Dave Weaver, Manager
Quarterly Board Meeting June 24, 2023

Reforecasting: Natural Resources will collaborate with education staff to reevaluate incentives to be reimplemented when resources allow, possibly through grant funding.

Recycling
June 12, 2023
Andres Lopez

Objective:
Whether or not we can outreach and market our organization to the community increasing our earned income to $1,000,000 ($83k a month) for the end of the fiscal year 6-30-23.

Results:
As of June 12, 2023, applications submitted to produce additional revenue.

- Recycling Center (8187 California City Blvd 93505)
- Recycling Center relocation (416 West J Street 93561)

As of June 12, 2023

The new total of revenue produced by recycling after the increase revenue is $34,658 per month.

Community Service Program	Projected in March 23'	Actual June 23'	Increase/Decrease
Mercy DT	$585.00	$580.00	-0.85%
Mercy SW	$590.00	$589.00	-0.17%
Heart Hospital	$335.00	$291.00	-13.13%
Memorial	$672.00	$669.00	-0.45%
CSUB	$1,800.00	$2,441.00	35.61%
BC	$562.00	$828.00	47.33%
GAF	$2,525.00	$2,526.00	0.04%
Terry Bedford	$23.00	$23.00	0.00%
Kern County General Services	$2,730.00	$3,120.00	14.29%
Pro-soft	$75.00	$75.00	0.00%
	$9,897.00	$11,142.00	12.58%
Tehachapi RC	$6,600.00	$14,672.00	122.30%
De-casing	$6,500.00	$8,920.00	37.23%
	$22,997.00	$34,734.00	51.04%

Gap:
Short $48,675 due to restructuring of the CCEC and social business department. It was originally assumed that the revenue from the BCOE agreement would be lumped into the social business leaving $28,000 towards the monthly goal of $83,333, which would have offset the majority of the shortage.

Reforecasting:
To create an additional monthly earned income of $49k by end of June 2024.