School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School-site Council (SSC) Approval Date	Local Board Approval Date
EPIC de CESAR CHAVEZ	29102980130823	March 31, 2021	May 10, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from School-wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

As this was the first year of federal funding for Comprehensive Support and Improvement for EPIC de Cesar Chavez (charter high school) due to changes required by the COVID-19 pandemic. This SPSA plan was developed in place of the annual LCAP.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EPIC de Cesar Chavez (EPIC) charter school is comprised of more than 95% unduplicated students who are either English Learners and/or low socioeconomic status. 100% are credit recovery students who have either dropped out of school previously, or who are immigrants seeking to earn a high school diploma in California. To meet their academic needs EPIC has instituted numerous intervention strategies such as targeted teacher professional development, provision of technological devices for students and staff, and Internet access assistance. The basic goals originally set in the 2019-20 LCAP are still relevant based on EPIC student performance outcomes, school level needs assessments, and stakeholder input. In addition, the Learning Continuity Plan of 2020-21 that was implemented this school year also addresses the resource inequities for these students. Thus, the Comprehensive Support and Improvement funds and other fund sources are used to meet these identified needs, balance the resource inequities, and provide 1:1 academic assistance for students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Students, faculty, staff, and stakeholders are surveyed on several occasions throughout the school year through 1:1 telephone calls, emails and shared Google form questionnaires. In Spring of 2020, staff, students, and stakeholders were surveyed as to their responses to the required transition to distance education, their needs during this time, and possible causes for the low graduation rate identified in the 2018-2019 school year and reported on the California Dashboard and the School Accountability Report Card. In addition, exit interviews and site visits were conducted in order to gain

a clearer understanding of what the students' needs were. 275 students, more than 50% of the active students, responded to the online questionnaire.

At the onset of the California Department of Education requirement to close in-class instruction for public schools in March 2020, the EPIC Student Services department initiated 1:1 phone calls to every student to ascertain student needs. Almost 100% of students responded to the phone calls that were made in Spanish and English as needed as about 85% of EPIC students are Spanish speaking English Learners.

All teachers were surveyed 1:1 by school administrators to determine their needs. Weekly meetings were held with all instructional and classified staff for continuous feedback as to what were their ongoing needs. In April 2020, a Teacher Survey was distributed via word of mouth, phone, and email in a shared Google Form with 100% response from teachers. As all EPIC students are age 18 and older, parental surveys were not included.

The Career Technical Education (CTE) Advisory Committees whose members include industry professionals provided guidance to the CTE teachers to help them continue to develop high quality programs. Spring surveys were also distributed via email with Google links in April and in July 2020 to all staff, and other stakeholders. These surveys were designed to solicit information as to the affect that distance learning was having on students, families, and staff. Stakeholders such as board members, community members, administration and classified staff were surveyed to determine what priorities they thought were needed for the following school year as the implementation of distance education was expected to continue per the Governor's executive orders.

Public, staff, and stakeholder meetings were held via online meeting platforms to give ongoing input for EPIC's continuing adaptation of the implementation of distance education. Public meetings were held via electronic platforms such as group conference calls, and Zoom and Google Meet virtual online meetings. Notices were posted at the main office, regional offices, on the website, and distributed via emails with links to the meetings. This information was also used to inform the development of the Learning Continuity Plan of 2020-21. Informative weekly management meetings, periodic advisory committee meetings, student outreach leadership meetings, weekly faculty meetings, annual surveys, including four days of strategic planning meetings were and continue to be ongoing sources of stakeholder input to the planning process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The main resource inequity identified through the surveys that were conducted at the start of distance education, and again with each new student enrollment, was the lack of students' access to technology and/or the Internet. 67% of the respondents indicated that they needed a device or hotspot. In addition, 14% stated that they did not know how to use a computer or the Internet. The students' needs for technology devices access, and training in technology severely affected their ability to progress in their academic goals.

Due to distance education implementation, transportation to classes that had been identified as a barrier to students' access to education was no longer an issue due to the students' ability to attend an online class from home.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Conditions of Learning: Students will gain a higher proficiency in the English Language through a Focus on English Language Development as measured by the increase in one or more Educational Functioning Levels in Reading on the Comprehensive Adult Student Assessment System test by June 25, 2021.

Identified Need

88% of students enrolled in EPIC are identified as English learners. Teachers have large classes that consist of 85% or higher English learners. Bi-lingual counselors are required to meet the academic and personal counseling needs of the students. Historically, 20% of EPIC students enroll from the English as a Second Language classes in some of the regions served by FIELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who complete one Educational Functioning Level as measured by the CASAS test	69.6% of students completed one Educational Functioning Level as measured by the CASAS test in 2019-20, surpassing the 2019-20 California state goals of 38% - 57% for Adult Basic Education (ABE) EFL levels.	72% of students complete one Educational Functioning Level as measured by the CASAS test in 2020-21 surpassing the 2020-21 California state goals of 39% - 54% for Adult Basic Education (ABE) EFL levels.
Percentage of teachers who are highly qualified, trained, appropriately placed, and authorized to teach English Learners by the Calif. Commission on Teacher Credentialing	80% of EPIC teachers are credentialed and authorized to teach English Learners. 90% of EPIC teachers provided professional development in instructional strategies for English Learners.	100% of EPIC teachers credentialed and authorized to teach English Learners, and 100% of EPIC teachers provided professional development in instructional strategies for English Learners.
Number of days used to design and deliver professional development in the areas of CCSS, CCRS, Classroom Management, ELD instructional strategies, and CASAS test implementation for new and returning staff	9 days of PD provided during the 2019-20 school year	10 days provided to teachers, 8 to be held before the start of the 2020-21 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total number of standards aligned material adopted and purchased	Online curriculum purchased for English as a Second Language and English Language Development courses.	New textbooks purchased for math and science. Online curriculum access purchased for teacher use in English (reading) math and science.
Number of additional academic counselors hired for each region with a 1:400 ratio	3 Bi-lingual counselors hired in 2019-20	Add one more bi-lingual counselor for the 2021-22 school year to assist with new EL students.
Number technological devices purchased and distributed to students.	1:1 student to device ratio purchased for 2012-20 (436 using LLMF funds)	Continued 1:1 ratio for new student enrollments that are added to school sites.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Low Socioeconomic Status students (95%+ of student body)

Strategy/Activity

Procure, adopt and provide math and science textbooks and/or online curriculum for English Learners that support updated course outlines with technology to access the curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$189,572	Federal LLMF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Socioeconomic Status

Strategy/Activity

Provide Professional Development to EPIC teachers in English Language Learner instructional strategies using the Universal Design for Learning strategies, the College and Career Readiness Standards, and the *myOn Renaissance Learning* online reading program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$23,680	LCFF, LLMF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Socioeconomic Status

Strategy/Activity

Hire 100% highly qualified teachers who have a California Commission on Teacher Credentialing (CTC) authorization to teach English Learners and who can integrate English Language Development instruction into the other core courses: math, science and social studies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$1,548,162.	LCFF General Fund-unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners (88% of student body)

Strategy/Activity

Hire temporary bilingual Instructional Assistants trained in English Language Development teaching strategies to assist teachers and support the 88% of EPIC students who are English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$170,123.00	Federal – Comprehensive Support and Improvement funds

Goal 2

Pupil Achievement: Analyze and implement performance and achievement goals for pupils in clearly defined School to Career Pathways by June 25, 2021.

Identified Need

In a student survey conducted Spring 2020, 73.3% of 255 student respondents indicated that they were interested in taking a Career Technical Education class.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASAS testing conducted each quarter (pre-test, midterm and	CASAS testing conducted quarterly for 100% of students	CASAS testing conducted quarterly of 100% of active

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
post tests) with quarterly data analysis	with annual data analysis	students with quarterly data analysis provided to the teachers.
Percentage of students accessing the available EPIC CTE classes.	100 students scheduled into one of five career pathways.	200 students scheduled to take a CTE class in one of 5 pathways
Percentage of students in English Language proficiency pathway	25% of EL students taking English Proficiency pathway courses that lead to taking a CTE pathway course	30% of EL students taking English Proficiency pathway courses that lead to taking a CTE pathway course
Adequate technology devices purchased to enable online standardized E- testing and distance education	Procure 50 laptops with required specifications to enable e-testing.	Procure 50 laptops with required specifications to enable e-testing via distance education
Develop two additional CTE Pathways not already offered to increase college and career readiness.	Five CTE Pathways developed and implemented in which students can take classes in 2020-21	Seven total CTE Pathways developed and implemented in which students can take classes in the 2021-22 school year.
Number of EPIC students who complete a CTE Capstone class as an indicator of college and career readiness.	Zero EPIC students completed a CTE Capstone class in the 2019-20 school year.	20 EPIC students will complete a CTE Capstone class by June 25, 2021 as an indicator of college and career readiness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CASAS testing conducted each quarter with quarterly data analysis reports distributed to teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Sources
$218,170	Federal WIOA Title II Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Low Socioeconomic Status Students

Strategy/Activity

Develop and implement five Career Technical Education courses by January 2021 to include necessary staff and equipment: 7 part-time teachers, a full time director, and a part-time counselor, classroom and lab materials, facilities, and curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$624,075	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Procure adequate technological devices, laptops and hotspots, for e-testing and distance education for the EPIC students scheduled into a CTE class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$73,705	LCFF, LLMF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and low-socioeconomic students (95% of EPIC student body)

Strategy/Activity

Increase the number of bi-lingual counselors by 25% (2 additional part-time counselors) by June 25, 2021.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$60,034	LCFF

Goal 3

Pupil Retention: Increase student retention and program completion rates to 85%, and decrease absenteeism rates to less than 15% by June 23, 2021.

Identified Need

Although the graduation rate has increased from 50% in 2017-18, to 82% in 2018-19, due to COVID-19 school closures, per 1:1 student intervention results, counselors have reported that not all students will complete as many credits toward completion of a high school diploma in 2020-21. In addition, as EPIC students are age 18 and older, the school closures impacted the adult students need to be

home with their children. When students were surveyed, the lack of childcare was listed as a primary reason students were unable to complete their diploma requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average attendance rate	65%	75%
One year cohort Graduation rate	82%	85%
Drop-out rate	18%	15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Socioeconomic Status Students

Strategy/Activity

Create and locate two pilot Childcare centers at two school sites utilizing the CTE Early Childhood Education Pathway students by June 25, 2021. Funding total is for April – June, 2021 only.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$76,854	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a 3-Tier Intervention System conducted by counselors, teachers and classified staff to reach out to students when they are absent more than five days of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$222,159	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Internet based CANVAS learning management system as the primary online class delivery system

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$63,654	Federal (LLMF)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As this is the first year of the receipt and use of CSI funds, it is not yet possible to measure the overall effectiveness of the strategies/activities listed to achieve the articulated goals 1 – 3.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

See above

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All changes will be determined at the end of the 2020-21 school year, and reported on the 2021-2022 LCAP document.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,270,188

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school-wide program. Adjust the table as needed. If the school is not operating a Title I school-wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the school-wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$2,569,298
WIOA Title II	$218,170
LLMF	$312,597
CSI	$170,123

Subtotal of state or local funds included for this school: $ 3,270,188

Total of federal, state, and/or local funds for this school: $3,270,188