

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Conditions of Learning: Higher Proficiency in English Language Arts with a Focus on English Language Development

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Pupil Retention, English Language Proficiency

Annual Measurable Outcomes

Expected	Actual
All students will increase their baseline Reading scores as measured by CASAS by 5% of the baseline score. (This is a measure of growth in one or more Educational Functional Levels.)	CASAS testing was limited in Spring 2020 due to school closures caused by the pandemic, thus 2019-20 results are not completed.
50% of teachers highly qualified 30% formally evaluated 100% of new teachers formally evaluated	72.7% of EPIC teachers highly qualified No formal evaluations were conducted. All school sites closed March 2020 due to pandemic.
100% of new and returning teachers will receive Professional Development training in CCSS, CCRS, classroom management, ELD instructional strategies, and CASAS implementation	100% of teachers received 10 days of Professional Development that included all categories listed.
Total number of standards aligned materials adopted and purchased: ELA and ELD Adoption	One new material, standards aligned Prism textbooks from Cambridge University Press, adopted and purchased for English Language Development courses
Number of interventions for beginning and intermediate level English and math students	Beginning and intermediate level (EFL) students can take 7 ESL and ELD level classes, and 3 more remedial courses in Cyber High. Remedial level Math students can take 2 remedial level classes and 5 more remedial level math classes through Cyber High
Increase CASAS Reading EFL growth scores as follows Math 15% Reading 10%	By the end of the third quarter in 2018-19, the CASAS EFL growth scores in Reading had increased by 38.3%, and the average math EFL growth scores increased by 46.5%. By May 2018, the total average Reading EFL gains for EPIC students was 98.4%, and math EFL gains was at 98.0%. CASAS testing was limited in Spring 2020 due to school closures caused by the pandemic, thus 2019-20 results are not completed.

Expected	Actual
ESL to English proficiency pathway defined and piloted in one region	ESL to English proficiency pathway implemented in all school sites by 2019-20.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Procure and provide standards aligned materials to teacher for ESL/ELD/ELA	\$91,107	\$91,107
Provide professional development to teachers in English Language Development instructional strategies, Common Core State Standards, College and Career Readiness Standards, and adopted curriculum	\$14,650	\$19,940
Hire qualified teachers and re-structure the teaching schedules to provide an emphasis on English Language Development.	\$1,208,381	\$1,307,000
Hire one additional FTE credentialed academic counselor, for half-time positions in both Monterey County and Riverside County	\$124,999	\$25,666
Hire one FTE credentialed instructional coach, for two half-time positions in both Monterey County and Riverside County, and one FTE for Kern County who will assist teachers with instructional strategies for English Learners, CCSS and other academic instruction for a total two FTEs	\$184,063	\$51,586

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

One FTE Instructional Coach not hired, but 2 part-time teachers on special assignment coaches were utilized. A counselor for the Southern Region was not hired until Spring 2021. These funds that were not used to fill the counselor position were used to help pay for the additional teaching staff that was hired. The additional days added to the professional development days increased the cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenge was the nationwide pandemic that necessitated closure of all the school sites in California. In spite of this challenges, there were successes. Although it was not possible to post-test 100% of the EPIC students, the CASAS results of those students who were tested still outscored the State in both goals and averages at all levels. (See chart here)

CASAS DATA PORTAL – STATE OF CALIFORNIA

California WIOA Title II Learners

Federal Tables

National Reporting System

Agency: Farmworker Institute of Education and Leadership Development

School: EPIC de Cesar Chavez (Charter High School)

Program year: 2019-20

		ABE Adult Basic Education				ASE Adult Secondary Education	
EDUCATIONAL FUNCTIONING LEVEL COMPLETION RATES							
Name	Program Year	Beginning Literacy	Beginning Basic	Intermedi ate Low	Intermediat e High	Low	High
California State Goal	2020-21	53.0%	54.0%	49.0%	39.0%	41.0%	39.0%
California State Average	2020-21	N/A	N/A	N/A	N/A	N/A	N/A
California State Goal	2019-20	55.0%	57.0%	50.0%	38.0%	39.0%	23.0%
California State Average	2019-20	33.4%	35.6%	35.2%	37.3%	36.2%	40.6%
EPIC Federal Table 4	2019-20	62.0%	65.3%	75.2%	82.1%	77.8%	50.0%
<i>Difference of Average</i>		<i>+28.6</i>	<i>+29.7</i>	<i>+40.0</i>	<i>+44.8</i>	<i>+41.6</i>	<i>+9.4</i>
EPIC Federal Table	2019-	76.8%	68.8%	64.0%	78.2%	60.0%	N/A

4B	20						
<i>Difference of Average</i>		<i>+43.4</i>	<i>+33.2</i>	<i>+28.8</i>	<i>+40.9</i>	<i>+23.8</i>	<i>N/A</i>
EDUCATIONAL FUNCTIONING LEVEL PERSISTENCE RATES							
CA Persister Average	2019-20	50.0%	50.8%	50.2%	47.3%	45.0%	N/A
FIELD Persister Average (Includes ESL & EPIC)	2019-20	73.6%	77.5%	76.1%	70.5%	74.1%	N/A
<i>Difference of Average</i>		<i>+23.6</i>	<i>+26.7</i>	<i>+25.9</i>	<i>+23.2</i>	<i>+29.1</i>	<i>N/A</i>

Certificated staff hired: two teachers were assigned as Teacher on Special Assignment to include instructional coaching duties. Teacher professional development was provided for 9 days plus 1 in-service day. This included instructional strategies and State standards for English Learners. Bell schedules were structured to ensure all teachers were providing ESL and ELD classes as needed per students' English proficiency diagnostic testing.

Two credentialed bilingual counselors were added to the staff in March for both the Northern California school sites' students, and some of the Central Valley school sites' students. They proved key in interventions to help students make the transition to distance education and to identify needs and advocate for their students' well being during the pandemic. One more .5 fte counselor was hired in Spring 2021 for the Southern region to serve the school site students.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Outcomes, Pupil Engagement

Annual Measurable Outcomes

Expected	Actual
<p>CASAS testing conducted quarterly Professional Development for CASAS data analysis</p> <p>100% participation in CASAS testing of all students with quarterly data analysis of the results</p>	<p>CASAS testing was conducted every quarter. The quarterly analysis of results was not completed until the end of the school year with the annual totals and averages.</p> <p>100% participation of initial CASAS testing 81% participation in post-testing. Less than 100% were tested due to school pandemic closures.</p>
<p>Number of students accessing courses: 10% growth in student use of Cyber High</p> <p>100% training for teachers in Cyber High college course offerings</p> <p>Hire 1 FTE for Vocational Education for one additional region</p> <p>One Introduction class to be offered Spring 2018 with 20% of enrolled students completing this Introductory CTE pathways course</p>	<p>519 students enrolled in Cyber High during the 2019-20 school year. This was a growth of 18.5% in student use of Cyber High</p> <p>100% training provided by Cyber High trainer during professional development days</p> <p>1 FTE for Vocational Education used for all regions</p> <p>25 students completed the Career Development and College Preparation certificate through College of the Siskiyous by Spring 2019. When measured by the highest enrollment number in the year, this equaled 5% of the student population.</p>

Expected	Actual
<p>Number of students in Vocational Education, Community College and ESL classes</p> <p>Post high school enrollment in a Community College increase by 5%</p> <p>40% of students enroll in pathway of choice</p> <p>Increase percentage of EL students taking English Proficiency pathway courses to 65%</p>	<p>421 students in ESL/ELD/Basic English classes</p> <p>106 students in Vocational Education classes</p> <p>59% of graduates self-reported on the Exit Survey that they would continue on to a local Community College.</p> <p>80% of ESL students registered in ESL-ELD-ELA pathway classes</p>
<p>Additional 20 Chromebooks purchased</p> <p>80% of aging desktops still need to be replaced within one to three years</p>	<p>436 Chromebooks/laptops purchased and distributed to students for transition to online learning due to pandemic school closures</p>
<p>Increase the number of students accessing courses using the Common Core State Standards including ELD, vocational education, online learning, and college preparatory classes</p>	<p>100% of students accessing classes with CCSS including ELD, online learning, and college preparatory classes. The Vocational Education course did not have updates standards and defined CCSS.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>CASAS testing conducted each quarter (pre-test, midterm and post tests) with quarterly data analysis</p>	<p>\$6,500</p>	<p>\$6,500</p>

Increase the number of students accessing courses using the Common Core State Standards including ELD, vocational education, online learning, and college preparatory classes	\$410,560	\$89,820
Increase number of EPIC students in high school vocational education, community college classes, and ESL classes (based on CASAS appraisal)	\$127,440	\$140,490
Adequate technology purchased to enable online standardized testing	\$30,880	\$21,583
Develop and implement 2 more Career Technical Pathways that EPIC students can access to include: 4 teachers/supervisor, classroom and lab materials, professional development, facilities, and curriculum.	\$380,169	\$56,810

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

EPIC received 100 Chromebooks as a donation that alleviated the expense budgeted for those devices.

For actions 2 and 5, the CTE career pathways were to include Early Childhood Education, Solar, Agriculture, Recycling, and Natural Resources classroom labs were planned but not developed in 2019-20, thus those funds were used elsewhere for the CTE. These actions were intended to increase the numbers of students accessing those classes with labs in addition to the regular courses. Also a full time vocational education teacher not hired, thus no travel expenses were required either.

For the third action, more money was expended because the CTE classes were extended and offered in Summer School.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Two CTE pathways were developed and implemented by the Spring of 2019.

In Spring, funds were available to purchase laptops and hotspots for all students who indicated a need for such at the start of the pandemic in March 2020 to allow them to access all the classes, even the CTE classes.

In spite of the pandemic, a significant percentage of the EPIC students were tested. We will see the results of the 2020-21 testing in the Fall of 2021.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Conditions of Learning: Basic Services, Implementation of State Standards, Pupil Achievement, Pupil Outcomes

Local Priorities: Pupil Retention, Regional Management Implementation

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: Need to increase to 65% attendance rates positively affecting ADA	Ended the 2019-20 school year with 79.2% attendance rate
Approved regional and departmental budgets with one approved budget for a region One Educational Services budget managed by the department	Regional budgets were approved and submitted for Board approval, but managed by the Business office.

Expected	Actual
<p>Time required from requisition to acquisition and implementation of educational materials: Daily supplies – one month Classroom equipment received within 1-3 months Textbooks curriculum, supplemental materials received within 1-3 months</p>	<p>-The regions managed daily supply procurements, so time required to acquire supplies varied. -Classroom equipment orders had to be sent to outside vendors which took up to three weeks for turnaround. -Textbooks, curriculum and supplemental materials were received within 1-3 months.</p>
<p>Number of regional and department manager budget trainings: Held 2 times per year</p>	<p>Training sessions were not held.</p>
<p>Departmental, local and regional procurement process developed and implemented: Research a revised procurement process that can be managed at the regional levels. Pilot in one region.</p>	<p>Procurement processes were developed and implemented. The Business department managed it at the administrative level, not regional.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Training for managers in new financial program software	\$16,069	\$9,500
Research and implement procurement process for educational materials that can be managed at the regional levels.	\$18,457	\$18,457
Outreach to students who stop attending classes	\$92,679	\$55,087

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The manager's training in the new financial program software did not take place. No additional trainings were provided.

These funds were used to support instructional staff and students during the transition to distance education. The cost of student outreach was less due to less staff time utilized for this process during the early months of distance education, March to June 2020. There was no travel, and no students coming in to classes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Attendance rate: One of the main challenges to support students learning is that as adult students with family responsibilities and work schedules, it is difficult for EPIC students to commit to a continuous schedule of attendance. Adult responsibilities often interfere or cause students to have to leave. Also, as rural farmworkers, some families migrate to follow the crop harvests. So, even though classified and certificated staff undertake the outreach to the students who stop attending, historically about 50% of those students do not return.

It was planned to move the procurement process to the regional levels, closer to the students who needed supplies and materials quickly in order to help them persist and stay engaged in school. This process is still under development in the newly revised Business Department.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Student Retention

Annual Measurable Outcomes

Expected	Actual
Absenteeism rate lowered to 60%	By June 2020, the average absenteeism rate lowered to 18% as measured by the SARC prepopulated reports from the CDE.
Average Daily Attendance Rate increased to 65%	ADA rate increased to 72.8% by June 2020. High enrollment and ending ADA = 703 with 511.5 ADA
Number of high school graduates increased to 65% of enrolled students	2018-29 rate increased to 82% of the one-year cohort. 2019-20 TBD on the State Dashboard that is not yet posted. The total number graduated in 2019-20 = 222 students.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide childcare services to students at two-three learning centers utilizing the CTE program pathway	\$126,723	\$0
Research, write, approve and implement a Short-term Independent Study program for students who cannot attend school due to family or personal reasons for no less than 5 days, and no more than 20 concurrent days.	\$2,500	\$2,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Career Technical Education program took longer to implement than expected. A CTE Director was hired late summer 2019. The course pathways had to be created, aligned to standards, and teachers hired. These actions were planned to support students by providing more post high school workforce options for students in addition to the ECE pathway.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although there were funds, the challenge was to find qualified personnel to develop a high quality CTE program with childcare labs at the school sites to make them available to EPIC students. This action had to be pushed forward into the 2020-2021 school year.

Goal 5

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

Annual Measurable Outcomes

Expected

Actual

Charter Petition reauthorization approved by Nevada County Board of Education

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

Actions / Services

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Staff assigned to research, re-write and submit new Charter Petition	\$22,950	\$24,850

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Minor adjustment to travel and other expenses

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

This goal is no longer applicable for the 2019-20 school year, and will be removed. A new goal #5 will be added to the 2019-20 LCAP.
(This goal was not added to the 2019-20 LCAP.)

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire 32 Bilingual Tutors, one per teacher to assist with the English Learners via remote/online assistance	\$136,048	\$138,819	Y
Redirect and retrain Bi-lingual counselors to meet needs of English Learners particularly those who cannot attend in-person classes due to stay at home governmental order	\$200,000	\$197,561	Y
Utilize five Instructional Assistants as guided by the credentialed teachers to provide academic follow-up with: repeat instruction, 1:1 student assistance, accommodations for student needs that affect academic achievement in a distance education environment	\$207,000	\$213,964	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences. The differences were due to personnel costs.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction was not implemented until the lifting of the governmental closure of all schools. Starting May 10, 2021 some sites began limited in-person class offerings with small group and 1:1 meetings with teachers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and provide training for Canvas Learning Management System for teachers to utilize an organized system to deliver online remote classes	\$13,020	\$13,020	Y
Purchase video cameras and microphones for live in-class instruction such as web cameras and speakers/microphones that will make the instruction clearer and more accessible through the Internet	\$10,000	\$18,792	Y
Purchase additional laptops for students who lack the technology to participate in distance education required by COVID-19 governmental directives	\$165,188	\$211,813	Y
Hotspot monthly fees (as above)	\$45,000	\$16,969	Y
Expand outreach through social media and other online sources (PT employee)	\$17,998	\$17,998	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for the distance learning program. The variation in budget and expenses were due to cost of equipment purchased, additional laptops needed, and discounted fees for hotspots.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: As planned, there were no significant changes in the standards aligned course outlines, lesson plans, and assessments. The instructional methodologies used by the teachers did require adjustments for online learning both synchronously and asynchronously. Weekly professional learning communities were held by region, then LEA wide, to help teachers with the delivery of their courses. At first, teachers were able to teach from their empty classroom via online learning platforms, but with the worsening of the pandemic, they could no longer teach from their classrooms but had to conduct their classes from their homes. The required daily instructional minutes were provided to students. 11 tutors were hired and assigned to specific teachers to attend their classes, and then follow-up with office hours to meet 1:1 with students who requested tutoring or training in the use of technology via online platforms. Students continued to access the online program Cyber High for their a-g classes, Spanish language classes, and classes that were individualized for their specific academic needs. The 5 bilingual Instructional Assistants worked closely with teacher for pullout small group sessions per the teacher's direction.

Access to Devices and Connectivity: Throughout the Spring and Fall of 2020, over 400 laptops and Chromebooks, and 150 Internet hotspots were purchased for distribution to all students who indicated a need for them. Student Services Coordinators checked out 100% of these devices and hotspots to the students after verification of need. These devices are in process of being collected for the 2021 summer with the intent to redistribute them for the 2021-22 school year. 67% of EPIC students had indicated lack of access to devices and/or connectivity. For the five to ten students who lived in the southern Coachella Valley, it was not possible to enable connectivity. In this case, the teacher prepared packets of information and work for them to take home, and she communicated with them via phone.

Pupil Participation and Progress: Daily participation was evidenced by online class participation, submission of completed schoolwork, and virtual 1:1 contact with teachers, Instructional Assistants, or tutors. Teachers indicated the type of participation on their weekly Participation Logs, "Combined Daily Participation and Weekly Engagement Template" that was provided by the CDE. Teachers also used the Canvas LMS to track assignments, and student engagement. If a student did not participate in the class activities, that student was marked absent in both the student information system, and on the Participation Logs kept by the teachers. After 5 days, these students were targeted for the 3-Tier intervention plan that included phone calls home by teachers and counselors, email communications, online meetings with students to determine an educational plan, and potentially home visits (observing health and

safety precautions). Tracking students required a concentrated effort by staff and took up much of the classified staff's daily work time. Counselors determined student social and emotion needs and provided referrals to community services.

Distance Learning Professional Development: Instructional staff required time to learn the new Canvas LMS. Four days of training was specifically provided before the start of the school year to learn how to build out their Canvas class shells. They also had the support of a Canvas tech coach; however, teachers indicated that this was not enough. They also noted that their students were overwhelmingly lacking in tech skills and struggled to keep up with the online requirements of the classes.

In a typical year, teachers receive four days of professional learning prior to the start of the school year. In August 2020, teachers were given eight days of PD prior to the start of the school year, and one more full day in February 2021. In addition, 56 weekly PLC meetings were held to provide training in Universal Design for Learning, teacher collaboration, LCAP and WASC discussions. The online *myOn Reading* program, and *Freckle* math and science online resource programs were purchased to provide teachers with timely formative assessments that measure students Lexile reading levels, and support and enrich math and science instruction. Renaissance Learning trainers provided four training sessions for these programs.

Staff Roles and Responsibilities: The sudden transition to distance education required that staff adapt to new responsibilities. New Instructional Assistants, tutors, and a distance education/ESL coach were hired or job description altered to provide the support needed by students and instructional staff. The Teacher Technology support team initially stepped in to help their colleagues with technology in addition to their teaching duties. The distance education technology manager was not hired, but a technology assistant in the Business department, and the ESL coach stepped in to help with the technology needs also. A math/science specialist was not hired, but one teacher with a science degree volunteered to help his colleagues with online math and science instructional strategies.

Support for Pupils with Unique Needs: Historically only two or three students under the age of 22 enroll in EPIC with an active IEP. This year there was only one so identified student. In the case of any special needs students, EPIC has a MOU with the Nevada County Superintendent of Schools SELPA that provides Special Education services. Counselors, teachers, the NCSOS SELPA Special Education personnel, and administrators meet in the student's IEP to assess needs and provide modifications and accommodations for that student.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase math support software for online student use	\$5,000	\$5,000	Y
Hire instructional coaches (Teachers on Special Assignment) to assist teachers with online instruction in core subject areas	\$6,000	\$31,656	Y
<i>myOn Reading</i> Instruction Software with reading materials and supplies for both English Language Development and English Language Arts with training for teachers that will give teachers a measure of student growth in English during the time of cancellation of standardized testing	\$40,000	\$26,151	Y
Timely recording and sharing of CASAS testing data to teachers	\$54,698	\$54,698	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Initially the budget included only TOSA stipends. However, additional time was added to the salary of the ESL coach who assisted the EPIC teachers.

The purchase for the online resources was provided to EPIC at a discounted rate.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

EPIC students have historically scored well in the measure of growth on Educational Functioning Levels as measured by the CASAS. The learning loss that was identified was mainly in the completion of credits and graduation requirements in a timely manner. One of

the main challenges to support students learning is that as adult students with family responsibilities and work schedules, it is difficult for EPIC students to commit to a continuous schedule of attendance. Adult responsibilities often interfere or cause students to have to leave. Also, as rural farmworkers, some families migrate to follow the crop harvests. So, even though classified and certificated staff undertake the outreach to the students who stop attending, about 50% of those students do not return to school.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We found that increased staff and staff time was required to meet the time constraints of constant vigilance and intervention during distance education. Non-participating students could not be visited at their homes, thus all outreach had to be virtual by Internet or phone. Counselors were sent to specialized trainings in order to recognize and help struggling students. Much more of these trainings will continue to help counselors with intervention processes. We also found that there is a need for a school psychologist to guide and inform the student wellbeing programs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As EPIC students are adults with their own families all outreach targeted to the students included their own families. Student committees were formed at different sites. These committees helped with outreach to other students and the community. Social Media platforms were strengthened to get the EPIC student success stories out to the public.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

One meal per day continued to be purchased and distributed to 100% of the school sites with the help of the Conservation Corps members for the entire 2020-21 school year. Students were able to come to the school site to pick up a 5-day supply of the pre-packaged meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Hire one distance education coordinator	\$97,200	\$10,967	Y
Mental Health and Social Emotional Wellness	Partner with online mental health resources If a need is assessed and a student cannot make scheduled appointments with mental health professionals, counselors will research available online resources to provide for the student.	\$10,000	\$0	Y
Curriculum Support Person	Support for online instructional practices to keep students engaged and participating	\$88,427	\$88,427	Y
CTE Director for College and Career	Create pathways for students to continue post high school education	\$104,824	\$104,824	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

A fulltime distance education coordinator was not hired due to no qualified candidates found. A temporary online coordinator was hired for a short time period.

It was originally planned to hire an outside vendor or consultant to help with mental health resources. Instead the funds were used for counselor training and services.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The most critical need is the procurement and distribution of technology: laptops and hotspots for most of the EPIC students in order to assist them with online resources and the Learning Management System that was put into place.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

- Diagnostic assessments are administered upon students' entry into school.
- Interim assessments are administered at specified intervals to measure learning gains, assess persistent gaps, and ensure consistent monitoring school-wide.
- Personalized Learning Plans are created for all students and periodic meetings held with students, and families if appropriate.
- Administration will define and communicate the strategies and frequency of updating grades/gradebooks in order to monitor student progress.
- The Canvas Learning Management System that includes standards-based instructional materials using the school adopted curriculum during distance learning is used to provide online instruction.
- Teachers continue to create and modify the course shells in Canvas prioritizing the courses needed by the English Language Learners, and the students who require remedial instruction in mathematics.
- Usage of the LMS by students is monitored to determine if certain content areas or students may need additional support or resources.
- Student users are able to comment about resources or request resources within the LMS.
- A transition and communication plan for transition between in-person and distance learning including a method by which to communicate with adult students was adopted and started on May 10, 2021. It will continue to be implemented per CDE and CPHD guidelines.
- Teachers are asked to focus on students' active engagement and participation, the content of instruction and its application to English language acquisition and follow-up monitoring.
- Teachers provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive differences

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A critical need for technology and training for staff and students was clearly identified. The 21-22 through 23-24 LCAP addresses this need. The social emotional wellness of students and staff also became an overarching concern, thus funds have been allotted for this. Continuing high percentages of English Learners and low socioeconomic need students with a need for workforce preparation is the focus of all LCAP decisions that were made for the following years.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021