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	Delilah Martinez, Executive Director	dmartinez@fieldinstitute.org, (661) 823-8826

Plan Summary 2021-2022 LCAP

General Information

A description of the LEA, its schools, and its students.

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 just over 700 adult students in 20 learning centers located in the rural and underserved communities in eight California counties. Enrollment varies seasonally in part due to the students 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 with 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.

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 – 93.1%. The other ethnicities are: Black – 2.4%, White (non-Hispanic) – 2.3%, Asian (non-Hispanic) – 1.1%. Any other state identified subgroups [EC Section 2052(a)(2)(3)], including other ethnic groups and students with disabilities, are not numerically significant. As of May 2021, there were 73.9% females, 25.8% males, and .3% other gender for a total of 705 enrolled students. 97% of the enrolled students qualify as either English Learner and/or socioeconomically disadvantaged. As EPIC is composed of 97% educationally disadvantaged students (EDS), the sub-groups' academic achievement is closely monitored. Academic skill scores are determined by an individual's responses to internationally validated standardized assessments developed by California Assessment System for Adults (CASAS). Results 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.

Credentialed counselors analyze student transcripts and test results and meet together with the teacher and the student to create an Individual Learning Plan for each student. In addition to earning a high school diploma, the objective is to also prepare EPIC students for growth in English and math proficiency as measured by one or more EFL per year. EPIC does also offer courses that are A-G approved via distance education online through the Cyber High program from Fresno County Office of Education for any students who have a goal of direct enrollment into a university. Historically, EPIC graduates have taken the Community College path to higher education or for certification in the trades.

Since the school's initial opening, students have been taught in a traditional classroom setting with instructors who understand their cultural background and academic struggles. EPIC provides an educational program designed to meet the academic and career technical education needs of its Workforce Investment Act Type II funded participants. Curriculum delivery is intensive, aligned with California State Standards, and primarily assessed with the use of the Comprehensive Adult Student Assessment Systems (CASAS) standardized tests for learners over the age of 18. During the 2019-2020 school year EPIC was required to transition its education program to distance education per the Governor's Executive Order that closed in-class instruction in California due to the COVID-19 pandemic. It is anticipated that EPIC full in-person classroom instruction in the underserved rural and urban locations will resume at the start of the 2021-22 school year.

Reflections: Successes

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

Progress was made in the addition of programs offered through EPI. This includes the Career Technical Education Pathways that were implemented in the 2019-20 school year: Agricultural, Natural Resources, Solar Energy, Early Childhood Education, and Business. The 2020-21 school year will be the first year with a cohort of 130 students who are pathway completers. This will improve the California Dashboard report in the College and Career indicator section.

Another notable success is the continued Educational Functioning Level (EFL) growth levels of EPIC students as measured by the CASAS internationally validated standardized assessment. According to the Federal National Reporting System reports of the 2019-20 testing results, EPIC students outscored both the State of California growth in EFL goals, and the statewide averages for both 2019-20 and 2020-21.

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**	**Intermediate Low**	**Intermediate 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%**
Difference of Average		*+28.6*	*+29.7*	*+40.0*	*+44.8*	*+41.6*	*+9.4*
EPIC Federal Table 4B	**2019-20**	76.8%	68.8%	64.0%	**78.2%**	60.0%	N/A
Difference of Average		*+43.4*	*+33.2*	*+28.8*	*+40.9*	*+23.8*	*N/A*
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**
Difference of Average		*+23.6*	*+26.7*	*+25.9*	*+23.2*	*+29.1*	*N/A*

Student engagement increased as a direct result of the pandemic school closures. EPIC experienced an increase in adult student enrollments to a high of about 705, and increased attendance rates of 78.2% (96% for the highest site in Riverside, CA). This was an unexpected student response to remote online instruction as EPIC students who are adults and parents were able to access their education online with technological support. There continue to be no suspensions or expulsions of EPIC students.

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.

There is no information available on the California Department of Education 2020 Dashboard. From the 18-19 Dashboard results that were posted in 2019, it was reported that EPIC had only 27% on the graduate rate indicator, and a 0% rate in the College and Career Indicator (CCI). However this reported graduation rate is a 4-year cohort rate. As a Dashboard Alternative School Status (DASS) school, the actual one-year cohort rate as reported on the School Accountability Report Card (SARC) was 81.9% for the 2018-19 school year. The CCI categories do not identify the post-high school plans for students who are adults already in the workforce. Thus, this 0% rate does not reflect the workplace readiness of these students. In order to address this lack of information, EPIC implemented a high quality Career Technical Education program in 2019-20. This year, 2020-21, will see the first group of 128 EPIC students who will complete a CTE pathway.

A student outcome that decreased during the 2020-21 school year as a result of the school closures is the total number of students who met all the high school graduation requirements. While more students were enrolled, and attended more often, a smaller percentage of 12th graders completed all the graduation requirements. The final 2020-21 number is still to be determined which as of this LCAP is 152 graduates. When surveyed, 25.9% students indicated that their work schedules were a barrier to completing their schoolwork, and 36.3% said that their family and personal issues were barriers.

In addition, 32.7% of the 293 EPIC students who responded reported being unemployed. This has underscored the need to assist students with more workforce options, and with help to intervene in the social and emotional stresses they face that are an impediment to completing their educational plans.

LCAP Highlights

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

Key Features for the **2021-22 LCAP are**:
- Continued emphasis on supporting English Learners and low socio-economic students academically, and for retention and attendance;
- Continued development and implementation of the Career Technical Education (CTE) Program for students;
- Continued focus on teacher professional learning, and provision of instructional coaches for teachers of English Learners;
- Academic, personal, and college career support counselors for students in each region;
- Personnel training to meet the social emotional wellness of students and staff.

GOAL 1 – Growth of Student Proficiency in the English Language through a Focus on English Language Development with funds allocated for updated curriculum and textbooks, online resources, certificated EL authorized teachers and assistants, an English Learner Instructional Coach, and professional learning opportunities.

GOAL 2 – Analysis and implementation of program and achievement goals for pupils in clearly defined School to Career Pathways to include Early Childhood Education laboratory classrooms, and the integration of the CTE work based learning

GOAL 3 – Increase in educator efficacy to support all students in engagement, learning, and achievement with more days for teacher professional learning, the addition of tutors to assist in the classrooms, and a safe and efficient re-opening of the class sites

GOAL 4 – Proficiency in the use of technology for educational and workforce preparation outcomes will include more technology training for staff and students, continued provision of laptops and hotspots for student use, and continued use of a Learning Management System (LMS).

GOAL 5 – Increase student retention and completion rates and decrease absenteeism rates by adding counseling staff, providing teacher professional learning in engaging instructional strategies, and continued assistance of classified staff to implement the 3-Tier Intervention program.

GOAL 6 – Increase the resources for targeted students and their families to support students' social-emotional well-being and mental health with funds allocated for trauma response training, and the addition of a school psychologist.

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.

EPIC de Cesar Chavez is its own LEA identified for CSI support.

Support for Identified Schools

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

When analyzing the changes needed for the 2020-21 academic programs, it was required to redesign classes to plan for distance education due to Covid-19 school shutdowns. In order to assess what support was needed to improve student outcomes, EPIC administration surveyed students, faculty, staff, and stakeholders on several occasions throughout the spring 2020 by telephone calls, emails and shared Google form questionnaires. More than 50% of the active students responded to the online questionnaire. The Student Services department initiated 1:1 phone calls to every student to ascertain technology needs and Internet connectivity. Administrative staff determined that more devices and hotspots would be needed to enable all EPIC students to access the now required online learning. As about 85% of EPIC students are Spanish speaking English Learners, almost 100% of students responded to the phone calls that were made in both Spanish and English. All teachers were surveyed 1:1 by school administrators to determine their needs for technology, Internet access from home, and training for online

learning/distance education. Weekly meetings were held with all instructional and classified staff for continuous feedback as to what were their ongoing needs. The Teacher Survey was distributed via word of mouth, phone, and email in a shared Google Form.

The CTE Advisory Committees whose members include industry professionals provided guidance to the CTE teachers to help them continue to develop high quality programs. Surveys were also distributed via email in April and in July 2020 to all staff, and other stakeholders. These surveys were designed to solicit information about school culture, information systems, student satisfaction with their academic programs, and 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 is expected to continue per the Governor's executive orders. Public, staff, Board, and stakeholder meetings were held via online platforms to give ongoing input for EPIC's continuing adaptation our EPIC's academic programs that are currently offered through distance education. This information, along with State requirements, was used to inform the development of the CSI plan.

State indicators on the Dashboard for the 2018-2019 school year showed a low graduation rate and chronic absenteeism for the students served by EPIC. EPIC students are over the age of 18, and typically have jobs and families that make it difficult to come to a classroom daily. This is critical information when determining a graduating rate based on a four-year cohort. However, as a Dashboard Alternative School Status certified school, the graduation rate for EPIC should have been determined on the one-year cohort. Staff analyzed the one-year cohort data and personal information in order to support accurate graduation completion rates and attendance rates.

Due to the new attendance and participation accounting requirements that were put in place by the California Department of Education (CDE) during the Covid-19 transition to distance education, a positive attendance accounting model was implemented that combined the recording of student daily participation information on the CDE provided Weekly Engagement Template with a positive attendance code added to the student information system (SIS). Attendance will be monitored using both the Engagement forms and the SIS and staff alerted to follow-up with non-participating students. In addition, a 3-Tiered student absence intervention system was implemented that includes outreach by both classified and certificated staff to those identified non-participating students.

Bilingual counselors, and temporary bilingual instructional assistants were hired to support English Learners who are at risk of dropping out. In spite of higher enrollment numbers, less students completed graduation requirements, thus the need more targeted counselor intervention. Priority is given to students in the one-year cohort who are ready to complete the high school graduation requirements in order to improve their outcomes and meet graduation requirements by June 2021. Temporary classroom tutors were hired to provide online tutoring and translation services for student still struggling to learn English. They also provided training in the use of technology for EPIC students. Tutors had online office hours for daily accessibility to students. The Career Technical Education model already in place was expanded to give students more post-high school workplace options and help them meet the College and Career State Indicator goals.

As a result of stakeholder and teacher recommendations, regularly scheduled teacher Professional Development and Professional Learning Communities were implemented during which the Universal Design for Learning strategies were taught and applied to the distance education classroom. On-going weekly follow-up during these teacher meetings is used to continuously measure implementation and student outcomes and growth. Teachers also asked for a more timely way to measure student growth instead of waiting for quarterly and/or yearly assessments. To meet this need, the online *myOn Renaissance Reading* program was purchased and implemented which will give teachers weekly reports to

help measure student growth in English language acquisition. Updated technology and devices such as newer laptops, cameras with microphones for remote instruction. The Learning Management System, Canvas, was acquired for teachers to use while providing synchronous and asynchronous instruction, and to track assignment completion, measure attendance and participation rates. A distance education support coach was assigned to help teachers develop courses in the LMS, and use it effectively.

Monitoring and Evaluating Effectiveness

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

EPIC will monitor and evaluate the implementation and effectiveness of the CSI plan through the following. Administrative MOR meetings (Management by Objectives and Results) during which data is analyzed and objectives, and key performance indicators and action steps are reforecast are held monthly. Quarterly Board meeting reports, and weekly teacher and staff meetings are held to review current attendance and academic data. Student outcomes are measured quarterly through the student information system using such indictors as credits completed, grade point average, and enrollment with attendance/participation rates. Administration defines and communicates the strategies and frequency of updating grades and grade book records in order to monitor student progress.

Upon enrollment, classified and certificated staff ensure that the Goal Setting forms in the students' Individualized Learning Plans (ILP) are completed, filed, and monitored. Teachers and counselors initiate the completion of the students' ILPs and check in periodically with each student to assess progress toward meeting educational goals. Diagnostic and standardized California Adult Student Assessment System (CASAS) assessments are administered upon students' entry into school. Interim CASAS assessments are administered quarterly to measure learning gains, assess persistent gaps, and ensure consistent monitoring school-wide. These reports were provided to instructors periodically for reflective analysis of their instructional strategies, and need for re-teaching standards and CASAS competencies.

As a result of the student technology needs that were assessed during 1:1 surveys that were conducted, 67% of EPIC student indicated that they needed either a device with which to access an online distance education class, and/or Internet access. Laptops and hotspot devices were purchased and distributed to the students in need of those to help them access their distance education classes through the online Learning Management System. Staff and students were provided with initial and on-going training in its use. Usage of the LMS by students was monitored to determine if students needed additional support or resources. Teachers used the Canvas LMS for tracking assignments and contacts and the student information system to track absences. Daily class participation is calculated in instruction and classwork. Students are expected to have daily communication with teachers, and scheduled tutorial hours with teacher assistants. Both certificated and classified staff will monitor the percentage of days of student participation by students who are at risk of dropping out. Administration monitors monthly enrollment and attendance rates per school site to provide support and/or intervene as needed.

Universal Design for Learning strategies use three networks of the brain through neuroscience. Through affective, recognition, strategic and emotional networks, instruction in UDL is designed to meet the needs of learners through multiple means of engagement, representation, action and expression. Instruction is designed for English learners and monitored through choice and flexibility (CAST, 2011). The research also shows that by offering a variety of assessments for monitoring student growth, teachers increase academic content and engagement (CAST, 2018). EPIC instructional management and staff met to discuss the variety of assessments that could be used to ensure that student education

growth is taking place. As a result, administrative staff instituted training in UDL for all teachers and assistants on a weekly basis during the Professional Learning Community meetings. Research supports using an assets-based approach to provide teachers with the engagement strategies for English learners (Eichorn, Lowry & Burke, 2019).

About 85% of students who enroll in EPIC each year are English Learners (EL). Students who are under the age of 22 and an EL undergo English proficiency testing with the state's English Language Proficiency Assessments for California (ELPAC) and all students' academic growth is assessed using the CASAS standardized testing system. EL students are scheduled into either English as a Second Language or English Language Development classes per their English language proficiency levels. According to West Ed research (2010), ELs need greater levels of access to and engagement in rigorous academic content with high levels of support. Bilingual instructional assistants were assigned to assist teachers and work 1:1 or in small groups to engage the ELs directly in their course content and to build vocabulary in context as a support to the teacher's direct instruction.

For academic growth measures, teachers monitored and adjusted their instructional strategies as per Universal Design for Learning principles. Analyses of the CASAS results in both reading and math competencies and Educational Functioning Levels for English Learners made in the third quarter to determine if students had demonstrated growth of one Educational Functioning Level on the CASAS assessments. Curriculum provided diagnostic tests through the Ventures ESL/ELD series from Cambridge University Press gave feedback as to students' growth in the English language. An instructional coach provided support for EPIC teachers in online instructional strategies for students with need for interventions. Targeted growth in Lexile reading levels in the *myON® Reading* program were measured and reported. Teachers provided actionable-feedback to students and encouraged them to reflect on their learning. Counselors and teachers together analyzed graduation requirements and whether students were on schedule to graduate per their student learning plans every quarter.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP

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 2020, and in Spring 2021, 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 in 2020, more than 50% of the active students, responded to the online questionnaire. 293 student responded to the survey in Spring 2021, about 44% of the student body.

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, and May 2021 Teacher Surveys were distributed via word of mouth, phone, and email in a shared Google Form. 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. Information was gathered about students' responses to school culture, information systems, student satisfaction with their academic programs, and 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. This information, along with State requirements, was used to inform the development of the CSI plan

Involvement Process for LCAP and Annual Update

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

- Meetings with stakeholders, students, faculty, administrators, Board members, community members, etc. that were held for other plans being undertaken by EPIC were incorporated and referenced in the preparation of the LCAP.
- EPIC staff meetings during professional development days: notes are used in planning for the LCAP goals.
- Staff, student, and stakeholder surveys were conducted in Spring 2020 and Spring 2021
- Weekly staff meetings are held with weekly and quarterly accounting budget reports
- Quarterly Board of Directors meetings held and Executive Summary reports presented
- Site oversight visit conducted by the Assistant Superintendents of the Nevada County Office of the Superintendent
- Meetings held with staff of the charter authorizer, Nevada County Office of Education
- Career Technical Education committee meetings held throughout the 2020-21 school year
- Annual and strategic planning meetings held in Spring 2020 and Spring 2021
- Collaboration with community college faculty, administrators, and education departments was on-going throughout the 2020-21 school year resulted in approved Instructional Service Agreements for CTE classes
- The Public Hearing for the LCAP was held on June 22, 2021. The FIELD/EPIC Board of Trustees reviewed and made recommendations, and approved the LCAP. The Board approved the LCAP on June 26, 2021.

A summary of the feedback provided by specific stakeholder groups.

Student surveys from both 2019-20 and 2020-21 indicated that 67% of students needed access to technology and training in the use of technology. In the 2020-21 Spring survey 32.7% of the EPIC students said they were unemployed and looking for work. 43% indicated that a high school diploma will help them either find work, or apply for a better job. 53.9% are interested in continuing their high school program to include a CTE pathway class, and 36.2% said possibly. Thus, a Career Technical Education goal and access to technology and training goals were added to the LCAP for the 2021-22 school year.

When surveyed, almost one third of all student respondents indicated an interest in studying Early Childhood Education as their CTE pathway of choice. This feedback indicated that there is considerable interest in having childcare laboratory classrooms at EPIC classroom sites. In response to the 45.3% of students who need childcare onsite and/or can't attend classes regularly due to work responsibilities, CTE Childcare facilities available on or near school was added as a goal for the 2021-22 LCAP.

82% of teachers polled indicated that they thought their students had fallen behind due to the need for distance education for themselves and their children. This year the lowest number of total graduates completed the requirements since the school started. From a high of 226 in 2018-19, this year's number is potentially 152 students who complete all their graduation requirements by June 23, 2021. Thus additional counselors and intervention staff need to be added to the EPIC program.

81.2% of students indicated that they want to continue in some form of remote instruction either hybrid and/or completely online with synchronous and asynchronous access to the class instruction. 94.9% said the school is helping them reach their academic goals, and 94.2% said that the online class times in the evenings best suited their needs.

87% of teaching staff stated that the main difficulty their students faced was that they did not know how to use technology and the Internet. Secondly, 43.5% of the teachers thought that students had difficult in class because of conflicts with work responsibilities, and family needs. Their children were also accessing remote instruction from home at the same time as they were.

Top priorities for funding were identified as a need for more technology training and professional learning support in the use of technology, including the Learning Management System. Second priority was the purchase of updated curriculum and textbooks. This is the first year that teachers had to revise their instructional techniques for English Learners and strategies for differentiating instruction in the classroom in order to continue to engage students via online learning.

During the 2020-21 school year federal Learning Loss Mitigation funds were used to provide online tutors for students who maintained daily office hours during which students could access their help and joined classes synchronously. They provided the following services to students: 1:1 help with technology, translation of lessons for teachers and students, and conducted 1:1 tutoring or in small group breakout rooms. They worked with students to help absent students catch up with missed lessons, tutored for skills deficiencies, and help with specific skill building such as vocabulary, reading, writing or math. Teachers have indicated a need to continue providing tutors for students.

During quarterly operational planning meetings, administrative staff reported on their objectives that were aligned to strategic planning. Thus, there is a continued focus on professional learning communities, standards aligned curriculum and textbooks, CTE, and meeting the expressed academic, social, emotion, and career needs of EPIC students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The main aspects of the LCAP that were influenced as result of the school climate and satisfaction surveys, stakeholder meetings, and input received, were the goals and allocation of funds for identified students' needs. This includes: technology, devices and training, expansion of the Early Childhood Education program with childcare centers, expansion in the use of tutors and Instructional Assistants, updated curriculum and textbooks, continued use of the *myOn Reading* Renaissance program and other online curricular resources. Additional counseling staff are needed to continue tiered student interventions. Counselors and mental health staff will be provided with trauma informed curriculum and training. In addition to the high number of students who expressed interest in continuing some form of hybrid in-class with remote instruction, a revision of the Charter to include some form of remote instruction has been taken under consideration.

Goals and Actions

Goal 1

Goal # 1	**Growth of student proficiency in the English language through a focus on English Language Development**
Goal #1	State and Local Priorities addressed by this goal: Priority 1: Basic Conditions of Learning: Appropriately Assigned Teachers Priority 2: State Academic Standards Priority 4: Pupil Achievement Priority 6: School Climate Priority 7: Access to a Broad Course of Study

An explanation of why the LEA has developed this goal

As of June 2021, 84% of EPIC students were English Learners. This necessitates that teachers, counselors, classified staff, and administrators provide focused instruction to improve students' proficiency in the English language without which it will de difficult to meet their educational and vocational goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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 as measured by the CASAS test	69.6% average as measured in 2019-20				75% average growth in one or more EFL
Percentage of students who demonstrate Reading growth as measured by Lexile Level	One-year baseline is not yet available. +16.5 Average Lexile growth per student after 3 months of implementation of *myOn Reading* program in 2020-21				100% of students demonstrate 70 point growth in Lexile level in one school year
Percentage of teachers who are highly qualified, trained, appropriately placed, and authorized to teach English Learners by the Calif. Commission on Teacher Credentialing	95% in the 2020-21 school year. (1 teacher missing EL Authorization)				100% of teachers highly qualified, credentialed, appropriately placed, and authorized to teach English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of the State adopted curricular academic content and performance standards with course updated outlines	10 Course outlines updated in 2018				100% updated and standards aligned course outlines
Total number of standards aligned instructional materials updated, adopted and purchased	Online ELD (Ventures) purchased Math and Science (Freckle) curriculum purchased				100% standards aligned instructional materials and curriculum
Instructional staff training in and methodical evaluation of all curriculum	8 staff trained				100% curriculum team staff trained
Instructional Assistants hired, trained, and assigned	5 IAs				Two for each region
Updated course textbooks with online curricular resources	6 courses' textbooks updated: *ELD* Prism – Intro English 1, 2 *Math* – Basic, Pre-Algebra, Algebra *Science* – Life Science, Physical Science				100% of updated textbook for all courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of sessions used to design and deliver professional learning for teachers in the use of online educational resources	9 full day sessions and 57 Professional Learning Communities 1 - Cyber High 1 - Aeries 2 - Freckle 3 - *myOn Reading* 2+ - Canvas LMS				Continuing sessions scheduled as needed.
myOn Reading Renaissance program purchased and implemented	1 program implemented				100% continuing use of the *myOn Reading* program
Percentage of students in English Language proficiency pathway	In 2020-21 80% of students enrolled in an English proficiency pathway class.				100% of remedial and ESL English level students enrolled in a EL pathway class

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1.1	Professional Development	Provide ongoing professional development for teachers that focuses on CCSS, College and Career Readiness Standards, English Language Proficiency Standards, CASAS competencies, use of technology for in-class and online instruction, online instructional resources, and multi-leveled classroom instruction.	$38,214	Y
Action 1.2	CASAS test administration	Train staff to proctor, administer tests, manage test materials, report results to teachers and students to measure student growth as measured by Educational Functioning Level	$421,096	Y

Action #	Title	Description	Total Funds	Contributing
Action 1.3	Certificated and EL authorized Teachers	Hire bilingual, bicultural, and/or culturally trained fully credentialed and appropriately assigned classroom teachers with an EL authorization.	$3,374,397	Y
Action 1.4	Instructional Assistants	Hire bilingual IAs to assist teachers with English Learner instruction either synchronously or in class	$237,600	Y
Action 1.5	Updated Textbooks	Adopt, replace, and/or provide sufficient Social Science textbooks and instructional materials that align with Common Core State Standards, and adult education standards: CCRS, ELPS, CASAS Competencies to include bilingual support materials	$108,000	Y
Action 1.6	Online academic resources purchased	Provide supplemental online technology based academic resources such as Padlet, Freckle Math and Science (Renaissance), Zoom, and others as needed for students who cannot attend class continuously	$42,220	Y
Action 1.7	Evaluation of Curriculum	Instructional Team Meetings (use of substitute teachers in classes) to evaluate standards based curriculum and course outlines and update those with ELPS, CCRS standards for workforce competencies	$337,440	Y
Action 1.8	*myOn Reading* Renaissance Program	Continued reading program implemented in every classroom to increase English proficiency growth as measured by Lexile level	$26,150	Y
Action 1.9	Professional Learning Sessions	Utilize teacher Professional Learning Community time to provide training sessions for instructional staff in online educational resources and how to assist 97% of unduplicated student body	$337,440	Y
Action 1.10	Updated standards aligned course outlines	Provide instructional teams time out of the classroom to re-write standards based course outlines (substitutes) to include English language (ELPS) and workforce competencies	$16,872	Y
Action 1.11	ELD Coach	District coaches will work directly with classroom teachers to identify various supplemental materials specific to closing the academic gap for students from low income backgrounds and ELs' and to ensure their access to the core curriculum in English language arts, English language development and mathematics	$88,660	Y

Goal Analysis [LCAP Year]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 2

Goal #2	**Analysis and implementation of program and achievement goals for pupils in clearly defined School to Career Pathways**
	State and Local Priorities addressed by this goal:
	Priority 1: Conditions of Learning Priority 2: State Academic Standards Priority 4: Pupil Achievement Priority 3: Community Engagement Priority 6: School Climate Priority 7: Access to Broad Course of Study
Goal #	Continued implementation and expansion of workforce training for EPIC students that is intended to remove barriers to employment.

An explanation of why the LEA has developed this goal.

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. From less than 10 participants in CTE classes in 2018-19, 286 students registered in CTE classes with 130 completers by June 23, 2021. The program has grown from two part-time teachers to six part-time CTE credentialed teachers and one full-time. During the 2020-21 school year, teacher teams met weekly to revise the CTE course outlines and incorporate the State standards and CTE standards into the courses. In addition, the Career Technical Education Incentive Grant received by EPIC has provided the funding needed to expand these pathways. In addition, the plan for the 2021-22 school year is to implement a more thorough an Integrated Education Training program between the ESL, the ABE and ASE high school, and the CTE programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students accessing the available EPIC CTE classes.	195 students registered into CTE classes in the 2020-21 school year.				50% of EPIC students registered into CTE classes.
Additional CTE Pathways implemented to increase college and career readiness.	7 pathways offered in 2020-21				10 pathways
Number of EPIC students who complete a CTE Capstone class as an indicator of college and career readiness.	0 completers in 2019-20 2020-21 will have 130 completers				100% of CTE students registered in a pathway concentrator class complete the capstone class
Industry Recognized Certifications	4 Certifications				10 Certifications Implemented aligned with industry
Student post-high school success tracking system in place.	0 system				One fully operating system
CTE Credentialed teachers in each region	7 CTE credentialed part-time teachers 1 full-time CTE credentialed teachers				10 full-time teachers 22 part-time teachers
Standards aligned curriculum for each pathway to include IET planning	7 pathways with aligned curriculum				10 IET pathways with aligned curriculum
Full-time counselor for CTE program	0 counselors				1 full-time counselor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Early Childcare Education pathway Childcare Laboratories	0 ECE classroom labs				12 ECE student classroom labs on-site

Actions

Action #	Title	Description	Total Funds	Contributing
Action 2.1	.5 FTE counseling staff for CTE program	Provide vocational and career counseling with support for post high school educational opportunities, especially for our of work pupils	$41,658	Y
Action 2.2	ECE Laboratory Classrooms	Research, plan, outfit and open 5 childcare labs for ECE students co-located in or near EPIC classrooms to increase attendance rates	$83,289	Y
Action 2.3	CTE program pathways expansion	Expansion of CTE pathways in order to allow for growth and provide more vocational options for students	$11,524	Y
Action 2.4	Implementation of industry recognized CTE certifications	Work in collaboration with industry and academic partners to define and provide industry recognized certifications such as NCCER in order to provide career training opportunities for students	$11,524	Y
Action 2.5	Work-based learning integration into the CTE program	Organize classroom instruction to include on-site hands on learning for the CTE pathway classes, particularly for students with low level English proficiency	$23,049	Y
Action 2.6	Qualified staff for ECE labs classrooms	2 part time teachers, 2 part-time aides for each lab classroom 1 fulltime site supervisor for each lab classroom	$104,014	Y

Goal Analysis [LCAP Year]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal #3	**Increase educator efficacy and support to ensure engagement, learning, and achievement for all students** State and Local Priorities addressed by this goal: Priority 1: Conditions of Learning Priority 2: State Standards Priority 4: Pupil Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 7: Access to Broad Course of Study
Goal #3	EPIC students are adults with work and family responsibilities. In order to keep students engaged and learning, support systems need to be in place to provide multiple paths to meet their educational goals.

An explanation of why the LEA has developed this goal.

Due to the sudden transition to online remote instruction, teachers indicated a need for continuous training in online learning strategies and the technology used to successfully accomplish their educational objectives. Bilingual counselors were a key component to keep students connected to school while in distance education classes and conduct interventions for those students not participating. 74.7% of the students accessed tutorial help during the school year, thus there is a continuing need for these supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students who access the Cyber High online educational program. Cyber High provides completion of A-G recognized classes, one of the CCI indicators.	50% of EPIC teachers assigned 48% of their students to take one or more classes through Cyber High In 2020-21 EPIC students took 67 A-G approved classes through Cyber High.				Number of EPIC students who meet A-G course requirements via Cyber High to equal 20%.
Number of days used to design and deliver professional development in the areas of CCSS, CCRS, ELD instructional strategies, and CASAS test implementation for new and returning staff	9 days				Continuing 10 PD days for 100% of EPIC teachers.
Number of bilingual certificated academic counselors hired for each region.	Three full-time bi-lingual counselors currently on staff				One full-time bilingual certificated counselor for each region.
Tutors hired, trained, and assigned to classroom teachers for use to support student 1:1	10 part-time tutors as of June 2021				One for each classroom teacher

Actions

Action #	Title	Description	Total Funds	Contributing
Action 3.1	Cyber High	Cyber High is the online academic program provided through Fresno County Office of Education that enables students to take individualized classes and A-G recognized classes.	$6,000	Y
Action 3.2	Professional Development	Support teachers with professional learning sessions in the areas of EPIC student need such as English language proficiency	$19,107	Y
Action 3.3	Bi-lingual certificated counselors	Hire 5 full-time bilingual counselors to support students with their academic, social, emotional, and career needs and plans.	$410,615	Y
Action 3.4	Tutors Hired	Hire part-time tutors to assist students with 1:1 and small group tutoring either synchronously or in class to increase course completion rates	$64,800	Y
Action 3.5	Re-opening of all school sites	School administration work to develop plans for supplies and materials needed to ensure a safe appropriate teaching and learning environment with symptom screening and temperature checks. Provision of the following: School site Reopening Plans, Personal Protective Equipment (PPE), safety inspections, and maintenance support	$39,680	N
Action 3.6	General Administration and Other Services	Departments and support staff at the school sites support teachers in delivering the Common Core State Standards and provide support to students, parents, and employees.	$473,797	N

Goal Analysis LCAP Year 2020-21

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 4

	Pupil proficiency in the use of technology for educational and workforce preparation outcomes State and/or Local Priorities addressed by this goal: Priority 1: Conditions of Learning Priority 2: State Standards Priority 4: Pupil Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 7: Access to Broad Course of Study Priority 8: Other Pupil Outcomes
Goal #4	At the start of the classroom closures caused by COVID-19, a 1:1 survey was conducted to determine how many students did not have access to either the Internet and or a computer device to use. 67% of EPIC students indicated a need for one or both.

An explanation of why the LEA has developed this goal.

A 21st Century education must provide the technological skills that students need to function in the workplace and society. Due to the school closures mandated by the CDE COVID-19 response, students required access to devices and the Internet in order to maintain resource equity that would continue to keep them engaged in their learning programs. Student surveys, teacher surveys, and 1:1 communication was initiated to find out how may students needed devices. 67% of the students indicated a need. In addition, 87% of the teachers said their students' main difficulty was that they did not know how to use technology. Technology training was required in order for the students to function via distance education from March 2019 to June 2021. The services of a part-time technology coach were made available to instructional staff and students to assist in their proficiency in the use of Canvas and online educational resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here] Adequate technology devices purchased to enable online standardized E-testing, remote or hybrid instruction as needed, and in-class use of technology.	436 laptops and Chromebooks purchased and distributed to students from Spring 2019 to Fall 2020.				100% provision of technology needs to students who indicate a need for a tech device and/or Internet access.
Number of days used to design and deliver professional learning for teachers in the use of technology	20 sessions in Spring 2019 provided to teachers in Google Classroom.				100% of indicated need.
Technology Support Coach	.5 FTE Technology coach				1 FTE Technology Support Coach
One Learning Management System implemented at all school sites	Canvas LMS program purchased to deliver remote class instruction at all school sites				100% continued use of Canvas in each classroom.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 4.1	Teachers' Professional Learning in Technology	Teachers will receive continuing professional learning in the Canvas LMS, and online educational resources for all student proficiency levels	$22,165	Y

Action #	Title	Description	Total Funds	Contributing
Action 4.2	Student Technology Training	87% of the teaching staff indicated that their students needed initial and ongoing training in the use of technology and the Internet. Summer training days will be made available to students and technology tutors during the school year.	$14,963	Y
Action 4.3	Canvas Learning Management System	The LMS is currently in use for teachers to use the Internet to deliver coursework and resources to their students many of whom need to access class resources from home	$13,020	Y
Action 4.4	Survey available Technology Resources	Classified staff will continue to survey students 1:1 to determine the students' need for access to laptops and the Internet	$94,760	Y
Action 4.5	Provision of Laptops to students	Purchase of laptops to meet the need of students who indicate a need. (200)	$120,000	Y
Action 4.6	Provision of Internet access to Students	Purchase of hotspots to meet the need of students who indicate a need. (100)	$3,000	Y
Action 4.7	Technology Support Coach	Instructional coach to support teachers in the training and use of new technologies purchased and LMS. (20%)	$17,732	Y

Goal Analysis LCAP Year 2020-21

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 5

Goal # 5	**Increase student retention and completion rates and decrease absenteeism rates**
	State and/or Local Priorities addressed by this goal: Priority 5: Pupil Engagement Priority 6: School Climate Priority 7: Access to Broad Course of Study Priority 8: Other Pupil Outcomes
Goal #5	EPIC will continue to implement procedures that will assist and support students who cannot attend classes regularly due to their work or family obligations. EPIC will ensure that all students graduate high school within one or two years, and have equitable access to a broad course offering and enriched learning opportunities that promotes college and career readiness and technology advancement for successful engagement in citizenship in a global society.

An explanation of why the LEA has developed this goal.

Although the graduation rate has increased from 50% in 2017-18, to 82% in 2018-19 (per SARC reports), 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 who needed

to be home to supervise their children's remote classroom instruction. When students were surveyed in 2021, 22% indicated that they needed childcare on site and 36.3% listed work schedules and family needs were the primary reasons for poor attendance or lack of persistence. The Dashboard indicator did not list

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average attendance rate	2020-21 was 78.15%				85%
One year cohort Graduation rate	2018-19 was 82% per SARC data				90%
Drop-out rate	2018-19 was 18% per SARC data				10%
Percentage of intervention contacts with students who have 5 or more consecutive absences.	No baseline data available				100%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 5.1	Additional counseling staff	Hire bilingual counselor to ensure a 200:1 student to counselor ratio for all regions who are able to conduct student interventions for attendance and completion of academic goals	$124,972	Y

Action #	Title	Description	Total Funds	Contributing
Action 5.2	3-Tier Intervention Program	When a student has five consecutive absences or drops below 20% weekly attendance, student services coordinators, teachers and counselors initiate outreach and intervention steps for that student utilizing multi-tiered systems of support to deliver prevention and intervention services. They will provide universal supports for all students and Tier 2 and Tier 3 level supports for identified students.	$78,966	Y
Action 5.3	Classified Staff for Outreach Program	Assist the counselors and teachers in the 3-Tier intervention steps for students who miss more than 20% school days	$83,122	Y
Action 5.4	Data analysis	Staff will assist with data analysis that measures student outcome metrics and needs	$78,966	Y
Action 5.5	Incentives	Short term incentives for activities that encourage increased participation and attendance	$5,000	N

Goal Analysis LCAP Year 2020-21

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal 6

Goal # 6	**Increase the resources for targeted students and their families to support students' social-emotional well-being and mental health** State and/or Local Priorities addressed by this goal: Priority 3: Community Engagement Priority 5: Pupil Engagement Priority 6: School Climate Priority 8: Other Pupil Outcomes
6.1	Counselors and Staff will be trained in trauma-informed practices to address student needs to provide the support needed to effectively treat unaddressed student mental health concerns that inhibit learning while adversely affecting the wellbeing of the students.

An explanation of why the LEA has developed this goal.

As our community emerges from the global pandemic, there have been many challenges that students and families have faced which had an adverse effect on students' educational progress. These challenges have included unemployment, health issues, loss of family members, food insecurity, lack of access to technology, lack of childcare, anxiety, and feelings of isolation. Many of these challenges continue to persist in our students' lives. Of the 293 students surveyed this Spring, 32% indicated that they were unemployed. Therefore, staff members require training in trauma-informed school practices that will help staff better identify and service the social-emotional learning needs of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A school-wide trauma-informed training curriculum will be selected and implemented	No current training program				100% of certificated staff trained in trauma-informed recognition and responses to support students' SE wellbeing
The current Guidance and Counseling staff will be maintained or increased	Three FTE and one .5 FTE counselors				8 counselors on staff in a part-time or full-time capacity
Staff members will partner with a school psychologist to meet students' Social Emotional learning needs	There is no current formalized referral system to inform a school mental health professional of student situations that require intervention				A fully developed and implemented referral system for school staff to refer students to the school psychologist(s)

Actions

Action # 6	Title	Description	Total Funds	Contributing
6.1	Trauma informed curriculum and training	Certificated and targeted classified staff training will support the identification and response to students who are in need of social-emotional support or who face traumas in their lives	$14,768	Y
6.2	Counseling and Guidance Staff	Maintaining current staff and increasing staff as needed to meet the needs of current and projected increase in unduplicated students	$10,000	Y

6.3	School Psychologist support	There is a necessity to hire a school psychologist, or crisis intervention staff to meet students' needs and support the trauma-informed practices of staff. A part-time or full-time school psychologist and/or crisis intervention team will meet this need.	$35,467	Y

Goal Analysis LCAP Year 2020-21

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.14%	$2,972,621

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

As 97% of the EPIC student body meets the criteria for either socioeconomically disadvantaged and/or English Learner, every action that was considered applies to all EPIC students LEA-Wide. Growth of student proficiency in the English language is a key focus as 85% of EPIC students are English Learners. Clearly defined School to Career Pathways provides the students with an opportunity to better their employment status. 68.6% of the students who responded to the Spring survey indicated they want/need work or better employment opportunities. 90% indicated an interest in taking career pathway classes while with EPIC. For the 32.7% who responded that are unemployed, the expansion of the career pathways will provide them with keenly needed training for the workforce.

The unique needs of EPIC students who are adults who still lack a high school diploma require that their instructors receive the support and training to ensure engagement, learning, and achievement for all students. Pupil proficiency in the use of technology for educational and

workforce preparation outcomes was also a critical need for the students. At the beginning of the pandemic and transition to distance education, we discovered that 67% of the student body needed either a device such as a laptop, and Internet access with a hotspot. Funds had to be dedicated to provide these essential materials and devices. All the goals were planned to help increase student retention and completion rates and decrease chronic absenteeism rates that are too high. Internal studies with our own students have shown that up to 50% of students who want to return to school to earn a high school diploma do not persevere in school.

Lastly, increasing the resources for EPIC students and their families that support students' social-emotional wellbeing and mental health will help ensure that all the goals targeted during 2021-2022 and beyond will provide well-rounded services for the whole student. As a charter school with 97% unduplicated needs population, all the actions identified above will be principally directed toward and effective in meeting our goals and the needs of these students. While we target these services toward this population of students, we recognize that the 3% of our students who are not identified as EL, low-income or foster youth do have similar demographic and/or academic needs; therefore, all students have access to these services as needed on an LEA-Wide basis.

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

Online academic resources with identified supports to ELs, additional bilingual counselors, a technology coach, summer school, tutors, and staff to provide social emotional support and nutritional support will be provided to students. Increased outreach to students with counselors, mental health professionals, classified staff, and bilingual instructional assistants, is intended to improve the attendance and completion rates. New updated appropriate textbooks with online resources and bilingual supports for differentiated instruction is calculated to improve graduation rates and English proficiency levels applicable to the workforce and/or post high school educational options. Since EPIC has 97% unduplicated students, all services are provided to target the entire student population.

Instructions

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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:

  - 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* 52064(b)(4-6)).

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

  o **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.

  o **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.

  o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.

Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 5,942,032	$ 1,086,975	$ 5,000	$ -	7,034,007	$ 6,724,676	$ 309,371

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development		$ -	$ 38,214			$ 38,214
1	1.2	CASAS Test Administration		$ -	$ 421,096	$ -	$ -	$ 421,096
1	1.3	Certificated and EL authorized Teachers		$ 3,374,397	$ -	$ -	$ -	$ 3,374,397
1	1.4	Instructional Assistants		$ 75,600	$ 162,000	$ -	$ -	$ 237,600
1	1.5	Updated Textbooks		$ 108,000	$ -	$ -	$ -	$ 108,000
1	1.6	Online academic resources purchased		$ -	$ 42,220	$ -	$ -	$ 42,220
1	1.7	Evaluation of Curriculum		$ 337,400	$ -	$ -		$ 337,400
1	1.8	myOn Renaissance Program		$ -	$ 26,150	$ -	$ -	$ 26,150
1	1.9	Professional Learning Sessions		$ 337,440	$ -	$ -	$ -	$ 337,440
1	1.10	Updated standards aligned course outlines		$ 16,872	$ -	$ -	$ -	$ 16,872
1	1.11	ELD Coach		$ 88,660	$ -	$ -	$ -	$ 88,660
2	2.1	Additional .5 FTE counseling staff for CTE p		$ -	$ 41,658	$ -	$ -	$ 41,658
2	2.2	ECE Laboratory Classrooms		$ -	$ 83,289	$ -	$ -	$ 83,289
2	2.3	Add one additional CTE program pathway		$ -	$ 11,524	$ -	$ -	$ 11,524
2	2.4	Implement industry recognized CTE certifica		$ -	$ 11,524	$ -	$ -	$ 11,524
2	2.5	Integrate work-based learning into the CTE		$ -	$ 23,049	$ -	$ -	$ 23,049
2	2.6	Hire qualified staff to work in the ECE labs c		$ -	$ 104,014	$ -	$ -	$ 104,014
3	3.1	Cyber High		$ 6,000	$ -	$ -	$ -	$ 6,000
3	3.2	Professional Development		$ -	$ 19,107	$ -	$ -	$ 19,107
3	3.3	Bi-lingual certificated counselors		$ 410,615	$ -	$ -	$ -	$ 410,615
3	3.4	Tutors Hired		$ 64,800	$ -	$ -	$ -	$ 64,800
3	3.5	Re-opening of all school sites		$ -	$ 39,680	$ -	$ -	$ 39,680
3	3.6	General Administration and Other Services		$ 473,797	$ -	$ -	$ -	$ 473,797
4	4.1	Teachers' Professional Learning in Technol		$ 22,165	$ -	$ -	$ -	$ 22,165
4	4.2	Student Technology Training		$ -	$ 14,963	$ -	$ -	$ 14,963
4	4.3	Canvas Learning Management System		$ -	$ 13,020	$ -	$ -	$ 13,020
4	4.4	Survey available Technology Resources		$ 94,760	$ -	$ -	$ -	$ 94,760
4	4.5	Provision of Laptops to students		$ 120,000	$ -	$ -	$ -	$ 120,000
4	4.6	Provision of Internet access to Students		$ 3,000	$ -	$ -	$ -	$ 3,000
4	4.7	Techonology Support Coach		$ 17,732	$ -	$ -	$ -	$ 17,732
5	5.1	Additional counseling staff		$ 124,972	$ -	$ -	$ -	$ 124,972
5	5.2	3-Tier Intervention Program		$ 78,966	$ -	$ -	$ -	$ 78,966
5	5.3	Classified Staff for Outreach Program		$ 83,122	$ -	$ -	$ -	$ 83,122
5	5.4	Data analysis		$ 78,966	$ -	$ -	$ -	$ 78,966
5	5.5	Incentives		$ -	$ -	$ 5,000	$ -	$ 5,000
6	6.1	Trauma informed curriculum and training		$ 14,768	$ -	$ -	$ -	$ 14,768
6	6.2	Counseling and Guidance Staff		$ 10,000	$ -	$ -	$ -	$ 10,000
6	6.3	School Psychologist support		$ -	$ 35,467	$ -	$ -	$ 35,467
								$ -

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 5,468,235	$ 6,515,530
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 5,468,235	$ 6,515,530

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.1	Professional Development	Schoolwide	All	All	$ -	$ 38,214
1	1.3	Certificated and EL authorized Teachers	Schoolwide	All	All	$ 3,374,397	$ 3,374,397
1	1.4	Instructional Assistants	Schoolwide	All	All	$ 75,600	$ 237,600
1	1.5	Updated Textbooks	Schoolwide	All	All	$ 108,000	$ 108,000
1	1.6	Online academic resources purchased	Schoolwide	All	All	$ -	$ 42,220
1	1.7	Evaluation of Curriculum	Schoolwide	All	All	$ 337,400	$ 337,400
1	1.8	myOn Renaissance Program	Schoolwide	All	All	$ -	$ 26,150
1	1.9	Professional Learning Sessions	Schoolwide	All	All	$ 337,440	$ 337,440
1	1.10	Updated standards aligned course outlines	Schoolwide	All	All	$ 16,872	$ 16,872
1	1.11	ELD Coach	Schoolwide	All	All	$ 88,660	$ 88,660
2	2.1	Additional .5 FTE counseling staff for CTE p	Schoolwide	All	All	$ -	$ 41,658
2	2.2	ECE Laboratory Classrooms	Schoolwide	All	All	$ -	$ 83,289
2	2.3	Add one additional CTE program pathway	Schoolwide	All	All	$ -	$ 11,524
2	2.4	Implement industry recognized CTE certifica	Schoolwide	All	All	$ -	$ 11,524
2	2.5	Integrate work-based learning into the CTE	Schoolwide	All	All	$ -	$ 23,049
2	2.6	Hire qualified staff to work in the ECE labs c	Schoolwide	All	All	$ -	$ 104,014
3	3.1	Cyber High	Schoolwide	All	All	$ 6,000	$ 6,000
3	3.2	Professional Development	Schoolwide	All	All	$ -	$ 19,107
3	3.3	Bi-lingual certificated counselors	Schoolwide	All	All	$ 410,615	$ 410,615
3	3.4	Tutors Hired	Schoolwide	All	All	$ 64,800	$ 64,800
3	3.5	Re-opening of all school sites	Schoolwide		All	$ -	$ 39,680
3	3.6	General Administration and Other Services	Schoolwide		All	$ 473,797	$ 473,797
4	4.1	Teachers' Professional Learning in Technolo	Schoolwide	All	All	$ 22,165	$ 22,165
4	4.2	Student Technology Training	Schoolwide	All	All	$ -	$ 14,963
4	4.3	Canvas Learning Management System	Schoolwide	All	All	$ -	$ 13,020
4	4.4	Survey available Technology Resources	Schoolwide	All	All	$ 94,760	$ 94,760
4	4.5	Provision of Laptops to students	Schoolwide	All	All	$ 120,000	$ 120,000
4	4.6	Provision of Internet access to Students	Schoolwide	All	All	$ 3,000	$ 3,000
4	4.7	Techonology Support Coach	Schoolwide	All	All	$ 17,732	$ 17,732
5	5.1	Additional counseling staff	Schoolwide	All	All	$ 124,972	$ 124,972
5	5.2	3-Tier Intervention Program	Schoolwide	All	All	$ 78,966	$ 78,966
5	5.3	Classified Staff for Outreach Program	Schoolwide	All	All	$ 83,122	$ 83,122
5	5.4	Data analysis	Schoolwide	All	All	$ 78,966	$ 78,966
5	5.5	Incentives	Schoolwide		All	$ -	$ 5,000
6	6.1	Trauma informed curriculum and training	Schoolwide	All	All	$ 14,768	$ 14,768
6	6.2	Counseling and Guidance Staff	Schoolwide	All	All	$ 10,000	$ 10,000
6	6.3	School Psychologist support	Schoolwide	All	All	$ -	$ 35,467

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	EPIC de Cesar Chavez
CDS code:	29 10298 0130823
LEA contact information:	Delilah Martinez, 661-823-8826
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	Amount	
Total LCFF funds	$	10,766,796
LCFF supplemental & concentration grants	$	2,972,621
All other state funds	$	1,062,618
All local funds	$	-
All federal funds	$	1,345,703
Total Projected Revenue	$	13,175,117
Total Budgeted Expenditures for the 2021 – 22 School Year	**Amount**	
Total Budgeted General Fund Expenditures	$	10,924,031
Total Budgeted Expenditures in the LCAP	$	7,034,007
Total Budgeted Expenditures for High Needs Students in the LCAP	$	6,515,530
Expenditures not in the LCAP	$	3,890,024
Expenditures for High Needs Students in the 2020 – 21 School Year	**Amount**	
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$	1,149,386
Actual Expenditures for High Needs Students in Learning Continuity Plan	$	1,101,756

Not for Inclusion with the Template

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund expenditures that are not included in the LCAP include salary and benefits for admistrative and classified staff, facilities and operational costs, consulting services,some travel expenses, and Career Technical Education expenses includinng WIOA Title II.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.	The total actual expenditures are less than the total budget due to discounted hotspots monthly fees and myOn reading software. The actual cost was less than projected. The distance learning coordinator was hired as a classfied staff instead of director position.

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EPIC de Cesar Chavez
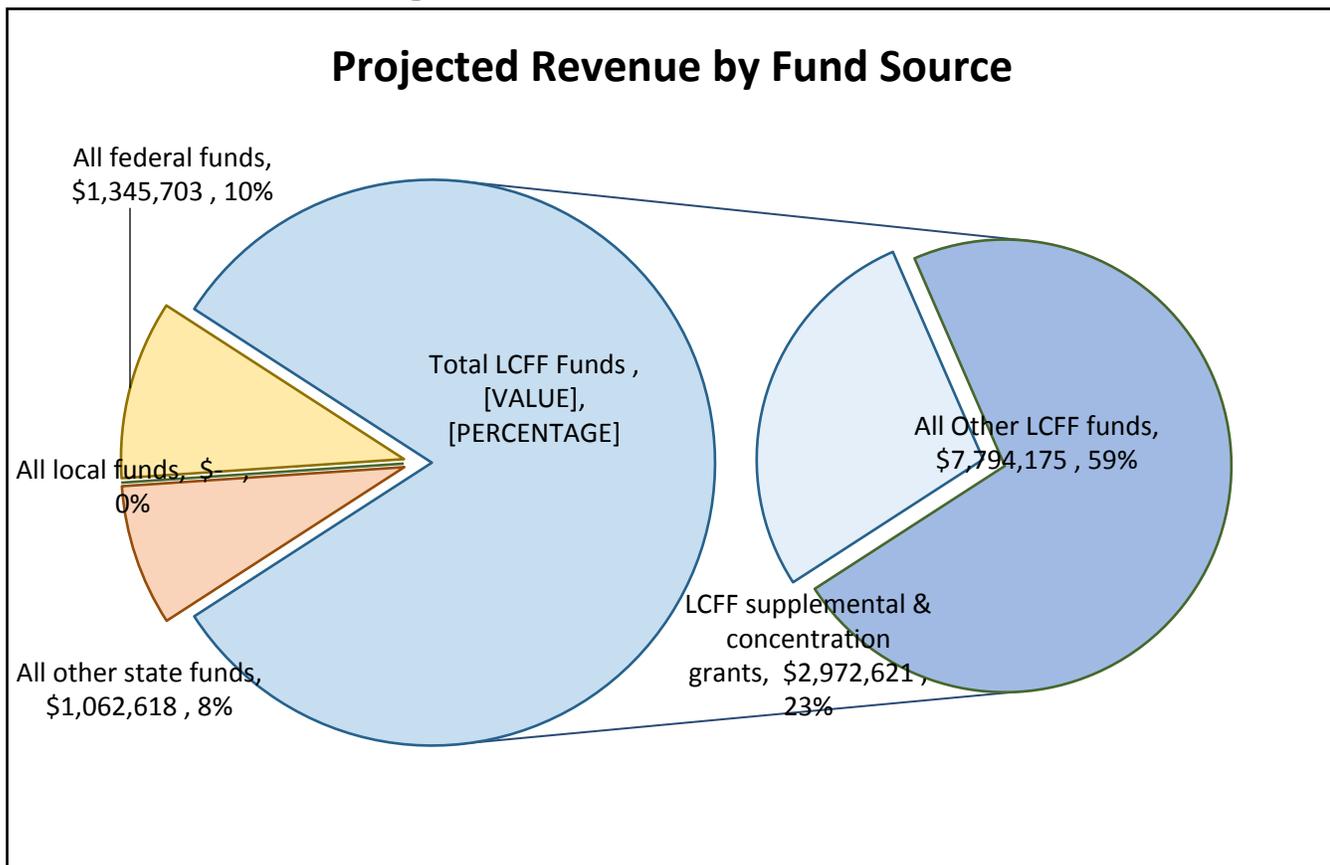
CDS Code: 29 10298 0130823

School Year: 2021 – 22

LEA contact information: Delilah Martinez, 661-823-8826

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,345,703 , 10%

All local funds, $, 0%

All other state funds, $1,062,618 , 8%

Total LCFF Funds , [VALUE], [PERCENTAGE]

All Other LCFF funds, $7,794,175 , 59%

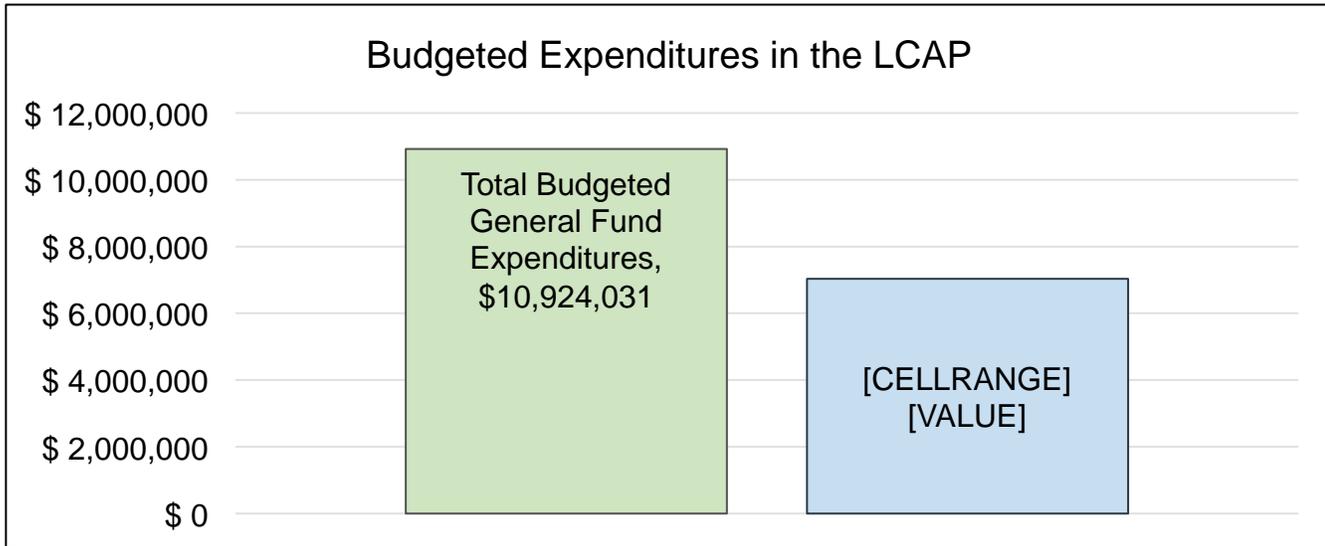LCFF supplemental & concentration grants, $2,972,621 , 23%

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

The total revenue projected for EPIC de Cesar Chavez is $13,175,117.00, of which $10,766,796.00 is Local Control Funding Formula (LCFF), $1,062,618.00 is other state funds, $0.00 is local funds, and $1,345,703.00 is federal funds. Of the $10,766,796.00 in LCFF Funds, $2,972,621.00 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

Chart showing two bars: "Total Budgeted General Fund Expenditures, $10,924,031" and "[CELLRANGE] [VALUE]". Y-axis ranges from $0 to $12,000,000.

This chart provides a quick summary of how much EPIC de Cesar Chavez plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

EPIC de Cesar Chavez plans to spend $10,924,031.00 for the 2021 – 22 school year. Of that amount, $7,034,007.00 is tied to actions/services in the LCAP and $3,890,024.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
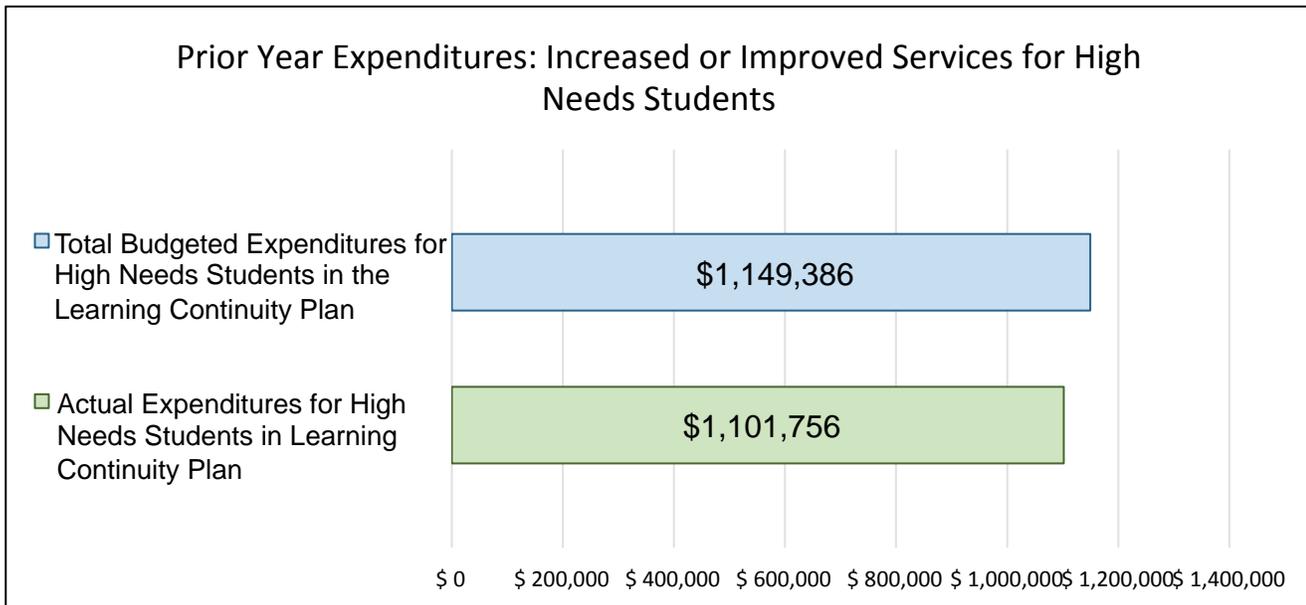
The General Fund expenditures that are not included in the LCAP include salary and benefits for admistrative and classified staff, facilities and operational costs, consulting services,some travel expenses, and Career Technical Education expenses includinng WIOA Title II.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, EPIC de Cesar Chavez is projecting it will receive $2,972,621.00 based on the enrollment of foster youth, English learner, and low-income students. EPIC de Cesar Chavez must describe how it intends to increase or improve services for high needs students in the LCAP. EPIC de Cesar Chavez plans to spend $6,515,530.00 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 2020 – 21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan
$1,149,386

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan
$1,101,756

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

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

In 2020 – 21, EPIC de Cesar Chavez's Learning Continuity Plan budgeted $1,149,385.87 for planned actions to increase or improve services for high needs students. EPIC de Cesar Chavez actually spent $1,101,756.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $47,629.87 had the following impact on EPIC de Cesar Chavez's ability to increase or improve services for high needs students:

The total actual expenditures are less than the total budget due to discounted hotspots monthly fees and myOn reading software. The actual cost was less than projected. The distance learning coordinator was hired as a classfied staff instead of director position.