

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Empowering Possibilities International Charter School

CDS Code: 57-10579-0132464

School Year: 2021-22

LEA contact information:

Jerry Kosch

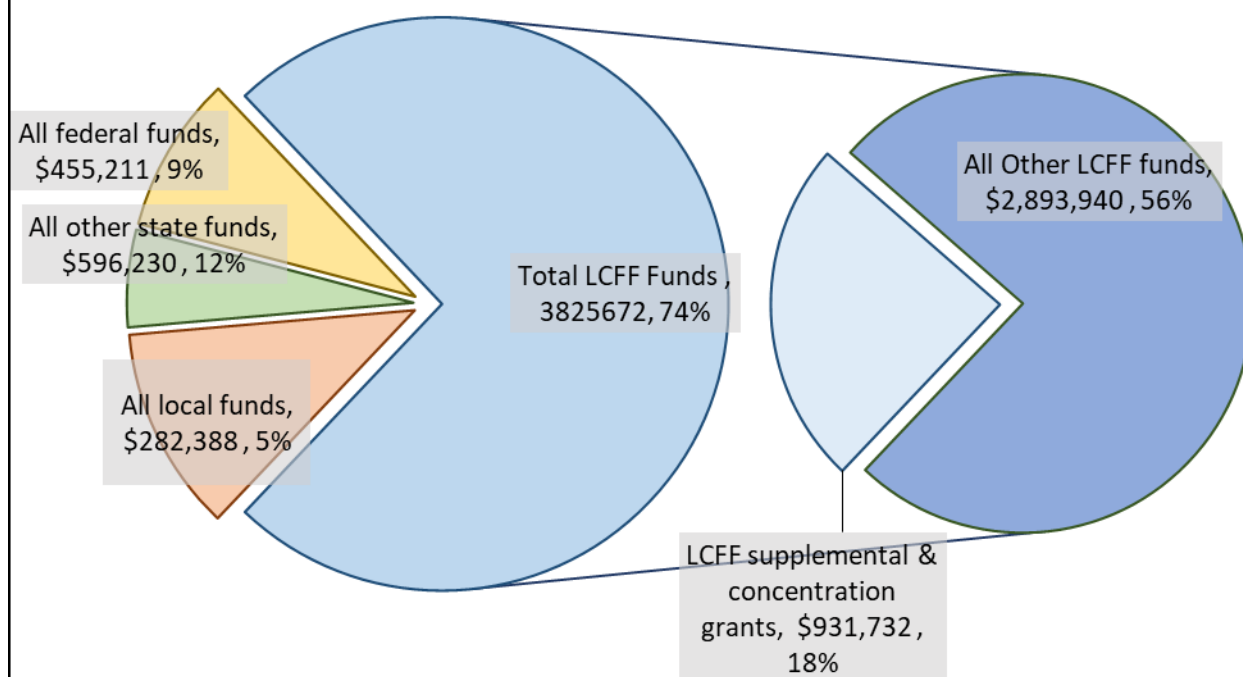
Principal

jerry.kosch@gcccharters.org

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

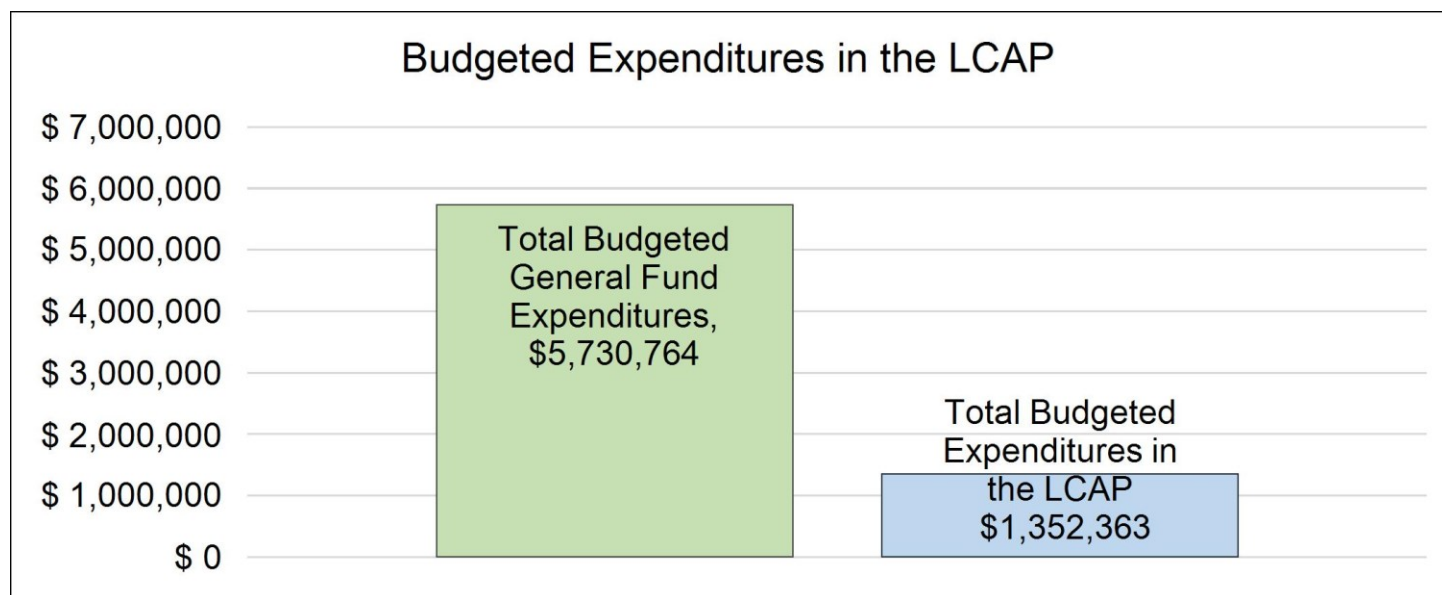


This chart shows the total general purpose revenue Empowering Possibilities International Charter School expects to receive in the coming year from all sources.

The total revenue projected for Empowering Possibilities International Charter School is \$5,159,501, of which \$3,825,672 is Local Control Funding Formula (LCFF), \$596,230 is other state funds, \$282,388 is local funds, and \$455,211 is federal funds. Of the \$3,825,672 in LCFF Funds, \$931,732 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.



This chart provides a quick summary of how much Empowering Possibilities International Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Empowering Possibilities International Charter School plans to spend \$5,730,763.84 for the 2021-22 school year. Of that amount, \$1,352,363 is tied to actions/services in the LCAP and \$4,378,400.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds to support regular school activities such as administrative salaries, Special Education, building rents/leases, building maintenance expenses and administrative salaries as well as other general fund expenses that are not specific to LCAP goals.

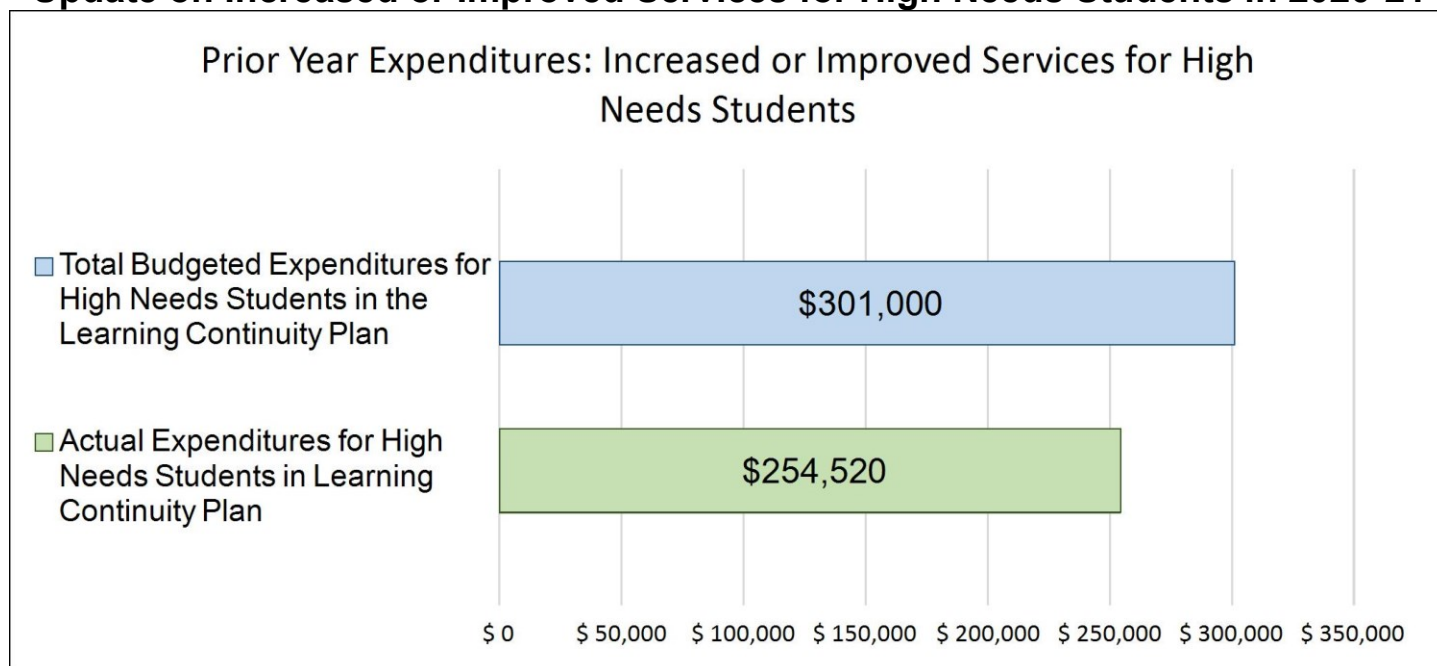
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Empowering Possibilities International Charter School is projecting it will receive \$931,732 based on the enrollment of foster youth, English learner, and low-income students. Empowering Possibilities International Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Empowering Possibilities International Charter School plans to spend \$58,022 towards meeting this requirement, as described in the LCAP.

Services to high need students are being funded in the 21—22 school year with Federal Funds received to support COVID 19 learning loss recovery efforts as these funds have a specific expenditure time line. In future years, when funds are not available, these activities will be funded with LCFF supplemental and concentration grant dollars.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Empowering Possibilities International Charter School 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 Empowering Possibilities International Charter School 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, Empowering Possibilities International Charter School's Learning Continuity Plan budgeted \$301,000 for planned actions to increase or improve services for high needs students. Empowering Possibilities International Charter School actually spent \$254,520 for actions to increase or improve services for high needs students in 2020-21.

Expenses for the distance learning were not as large as expected especially since we had difficulty with equipment orders due to supply issues. No student learning was impacted.



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

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

LEA Name	Contact Name and Title	Email and Phone
Empowering Possibilities International Charter School	Jerry Kosch Principal	jerry.kosch@gcccharters.org

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

Goal 1

EPIC will increase the percentage of students who advance at least one level on the English Language proficiency assessment (ELPAC) each year.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none">• GLAD trained Personnel• Full GLAD/IB Unit Implementation• CELDT Scores• Tutoring Support• Para Educator Support• Language Curriculum and Instruction	<ul style="list-style-type: none">• Due to the COVID 19 Pandemic and school shutdown in March 2020, there was no CELDT/ELPAC administered so no data can be reported.• Due to the COVID 19 Pandemic and school shutdown in March 2020, there was no CAASPP administered, so no data can be reported.• Due to the COVID 19 Pandemic and school shutdown in March 2020, there was no pre/post Renaissance Learning Data to be analyzed for the EL subgroup.• For 19/20, 90% of EPIC teachers were trained in GLAD. The remaining teachers were not able to be trained due to the COVID-19 Pandemic.• For 19/20, 100% of EPIC teachers implemented GLAD/IB units. After March 2020, they were implemented to the best of our ability during distance learning.• For 19/20, EPIC held special intervention for all English newcomers during the school day, but this stopped with the school shutdown of March 2020 and we did our best to support our newcomers during distance learning.

Expected	Actual
<p>19-20</p> <p>*Number of students scoring Early Advanced on the English assessment will increase by 12% in year four. (Note - during this LCAP there was a transition from CELDT to ELPAC and there is no data for this goal). Once the second year of ELPAC data is received progress will be reported and meaningful goals regarding ELPAC can be set in the future)</p> <p>*For 19-20, EL Subgroup will grow 50 points in Renaissance Learning STAR Reading and Math at each grade level</p> <p>*For 19-20, EL Subgroup will make 2% growth school-wide in students meeting/exceeding the standard on CAASPP ELA and Math</p> <p>*The ratio of English Learner to support staff will decrease each year.</p> <p>*Students will improve on solving complex math problems, specifically word problems on both the local assessment and the Renaissance assessment.</p> <p>Baseline</p> <ul style="list-style-type: none"> • All classroom teachers trained in GLAD • All teachers have created and implemented at least two GLAD units • We met both AMAO goals • Tutoring started in December for Newcomers and was held twice a week • Rosetta Stone and para educator support for English Language Learners 	<ul style="list-style-type: none"> • For 19/20, EPIC provided Rosetta Stone access to EL students, which continued after the school shutdown of March 2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic languages.	<p>Project GLAD training for new teachers. We will use GCC GLAD trainers for a reduced cost. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,500.00</p> <p>Project GLAD observations and Training through out the school year. We will use GCC GLAD trainers for a reduced cost. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000.00</p> <p>Para Training in Area of Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>	<p>Project GLAD training for new teachers. We will use GCC GLAD trainers for a reduced cost. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>Project GLAD observations and Training through out the school year. We will use GCC GLAD trainers for a reduced cost. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>Para Training in Area of Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>
Provide para educators professional development and monitor instructional practices for vocabulary and academic languages.	Project GLAD Training for para educators. We will use GCC GLAD trainers for free 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00	Project GLAD Training for para educators. We will use GCC GLAD trainers for free 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0
Provide small group English and Math support after school by credentialed teachers two hours per week for 27 weeks	Tutoring Personnel Cost 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,805.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,750.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide bilingual para educators for students to have extra support in the classroom and access to grade level content.	<p>Tutoring Personnel Cost 3000-3999: Employee Benefits Supplemental and Concentration 1,895.90</p> <p>Russian Para Personnel Cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 76,440.00</p> <p>Tutoring Personnel Cost 3000-3999: Employee Benefits Supplemental and Concentration 69,653.92</p> <p>Russian Para Personnel Cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 34,478.08</p> <p>Russian Para Personnel Cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 700.00</p> <p>Supplemental ELD Para Support Salaries 2000-2999: Classified Personnel Salaries Title III 39,653.68</p> <p>Supplemental ELD Para Support Benefits 3000-3999: Employee Benefits Title III 12,300.25</p>	<p>3000-3999: Employee Benefits Supplemental and Concentration 2,693.64</p> <p>Russian Para Personnel Cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 76,440.00</p> <p>Tutoring Personnel Cost 3000-3999: Employee Benefits Supplemental and Concentration 69,653.92</p> <p>Russian Para Personnel Cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 34,478.08</p> <p>Russian Para Personnel Cost 2000-2999: Classified Personnel Salaries Supplemental and Concentration 700.00</p> <p>Supplemental ELD Para Support Salaries 2000-2999: Classified Personnel Salaries Title III 39,653.68</p> <p>Supplemental ELD Para Support Benefits 3000-3999: Employee Benefits Title III 12,300.25</p>
Purchase Intervention Curriculum to support struggling scholars in ELA and Math.	Intervention Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 5,316.07	Intervention Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 0
Provide additional learning time for English Learners students through the Rosetta Stone online learning program.	Online Licensing Software 5800: Professional/Consulting Services And Operating Expenditures	Online Licensing Software 5800: Professional/Consulting Services And Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 4,518.66	Supplemental and Concentration 4,518.66
Maintain two Gateway Community Charter Nurses (Note this action has been moved under Goal 2, which is more appropriate.	<p>Two Nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Two Nurses 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>Nurse Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Nurse Clerk Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0</p>	<p>Two Nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Two Nurses 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>Nurse Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Nurse Clerk Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0</p>
Enhance Services for Newly-Immigrated EL Students	<p>Books/Instructional Materials to benefit immigrant students 4000- 4999: Books And Supplies Title III 2012.93</p> <p>Extra Support Hours to benefit immigrant students 1000-1999: Certificated Personnel Salaries Title III 160.00</p> <p>Cost of Benefits for extra support hours to benefit immigrant students 3000-3999: Employee Benefits Title III 30.94</p>	<p>Books/Instructional Materials to benefit immigrant students 4000- 4999: Books And Supplies Title III 2012.93</p> <p>Extra Support Hours to benefit immigrant students 1000-1999: Certificated Personnel Salaries Title III 160.00</p> <p>Cost of Benefits for extra support hours to benefit immigrant students 3000-3999: Employee Benefits Title III 30.94</p>

Goal Analysis

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

Funds budgeted for actions/services were not implemented primarily due to the school closure due to COVID-19 in March 2020. EPIC will continue to implement GLAD training for all teachers and paraprofessionals when COVID-19 guidelines allow. Intervention curriculum was not purchased due to the fact that purchases were intended to be made in the spring and were not due to the school closure. Nurses were not paid for out of this goal because they were moved to goal two. Funds budgeted for actions/services that were not implement were moved to other areas of the LCAP; however; the COVID-19 pandemic greatly influenced planned spending during spring 2020.

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

The COVID 19 pandemic and school shutdown of March 2020 greatly influenced spending and implementing the actions/services to achieve this goal. The shutdown negatively influenced the ability to hold some types of professional learning do to COVID 19 safety protocols. Despite the challenge of COVID 19 and the school shutdown, EPIC successfully implemented the majority of actions in this goal.

Goal 2

Students will have basic needs met; including a safe facility, a healthy environment and social-emotional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none">• Parent Liaison Support• Playground Assistant Support• CKH Implementation School Wide• All staff CKH Trained• Student Survey results• Parent Survey Results• School Counselor Support• Attendance Awards and Support	In 19-20, EPIC Maintained the parent Liaison position and it has been increased to 35 hours a week In 19-20, EPIC Maintained 4 Playground Assistants In 19-20, All EPIC Staff were trained in CKH and EPIC was honored as a CKH National Showcase School In 19-20, 90% of parents were satisfied in a parent survey In 19-20, 90% of students were satisfied in a student survey In 19-20, EPIC maintained a 1.0 FTE counselor In 19-20, Perfect Attendance Awards were given each trimester

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> • Parent satisfaction surveys will increase in overall health and safety by 10% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year . • Student satisfaction surveys will increase in overall health and safety by 10% each year from dissatisfied to satisfied or if results are 90% and above satisfied, these results will stay the same each school year . • Overall comments from staff, parents and students in both surveys and focus groups in regards to health and safety will decrease 10% each year. <p>Baseline</p> <ul style="list-style-type: none"> • 25 hour a week Parent Liaison • 4 Playground Assistants • CKH Implemented in each area of the school • All Staff CKH trained • 81% satisfied in parent survey • 88% satisfied in student survey • 0.5 School Counselor • Perfect Attendance awards given each Trimester 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Keep Parent Liaison position at current hours (35 hours) to continue to provide support to scholars and parent engagement.	Parent Liaison Position 2000-2999: Classified Personnel Salaries Title I 40,515.13	Parent Liaison Position 2000-2999: Classified Personnel Salaries Title I 40,515.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Parent Liaison Benefits 3000-3999: Employee Benefits Title I 20,224.91	Parent Liaison Benefits 3000-3999: Employee Benefits Title I 20,224.91
EPIC will continue to have 4 playground assistants to monitor parking lot and recess.	Personnel Costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 49,379.00 Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 15,316.97	Personnel Costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 49,379.00 Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 15,316.97
Provide all staff professional development around safety, social emotional well-being for students and bully prevention (CKH and other).	Personnel Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,500.00 Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1,838.94 Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4,370.00 Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0 CKH Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 17,011.42	Personnel Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500.00 Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0 Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0 CKH Consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,353.74
Provide students access to preventative measures in regarding to bullying and feeling safe at school.	Supplies/Awards to promote anti-bullying and positive school culture 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	Supplies/Awards to promote anti-bullying and positive school culture 4000-4999: Books And Supplies Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Student Assemblies on Bullying 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>Student Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,721.25</p>	<p>Student Assemblies on Bullying 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p> <p>Student Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,721.25</p>
<p>School repairs and improvements to ensure a safe and comfortable learning environment to keep our scholars focused on learning.</p>	<p>Playground repairs and improvements 4000-4999: Books And Supplies Supplemental and Concentration 3,000.00</p> <p>Classroom Furniture 4000-4999: Books And Supplies Supplemental and Concentration 8,099.72</p> <p>Assorted School Furniture 4000-4999: Books And Supplies Supplemental and Concentration 7,306.36</p> <p>EPIC Lobby Painting and Flooring renovation 6000-6999: Capital Outlay Supplemental and Concentration 30,000.00</p>	<p>Playground repairs and improvements 4000-4999: Books And Supplies Supplemental and Concentration 3,000.00</p> <p>Classroom Furniture 4000-4999: Books And Supplies Supplemental and Concentration 8,099.72</p> <p>Assorted School Furniture 4000-4999: Books And Supplies Supplemental and Concentration 7,306.36</p> <p>EPIC Lobby Painting and Flooring renovation 6000-6999: Capital Outlay Supplemental and Concentration 22,686.00</p>
<p>Use and monitor the Heart Zones program during PE for a continued healthy lifestyle.</p>	<p>continued PE Teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,224.00</p> <p>continued PE Teacher 3000-3999: Employee Benefits Supplemental and Concentration 17,257.57</p>	<p>continued PE Teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,224.00</p> <p>continued PE Teacher 3000-3999: Employee Benefits Supplemental and Concentration 17,257.57</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PE Sub Pay 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,725.00 PE Sub Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 HeartZone License Subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,063.21	PE Sub Pay 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,725.00 PE Sub Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 HeartZone License Subscription 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,063.21
Maintain 0.5 School Counselor to help build student social and emotional well being. Students will engage in learning music and participating in performances during the after school program Provide incentives for students to attend school regularly	Maintain a School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 75,721.00 Maintain a School Counselor 3000-3999: Employee Benefits Supplemental and Concentration 30,147.24 Word to Russia Music program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32,000.00 Purchase incentive rewards for students for perfect attendance 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	Maintain a School Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 75,721.00 Maintain a School Counselor 3000-3999: Employee Benefits Supplemental and Concentration 30,147.24 Word to Russia Music program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32,000.00 Purchase incentive rewards for students for perfect attendance 4000-4999: Books And Supplies Supplemental and Concentration 25.00
Increase parent engagement and community awareness of school programs	EPIC Website and School Advertisement 5800: Professional/Consulting Services	EPIC Website and School Advertisement 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>And Operating Expenditures Supplemental and Concentration 8,532.29</p> <p>Parent Meeting Supplies/Catering 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,126.43</p> <p>Parent Involvement Activities - School Meetings 4000-4999: Books And Supplies Supplemental and Concentration 531.61</p>	<p>And Operating Expenditures Supplemental and Concentration 8,532.29</p> <p>Parent Meeting Supplies/Catering 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Parent Involvement Activities - School Meetings 4000-4999: Books And Supplies Supplemental and Concentration 531.61</p>
Awards to promote academic achievement and positive school culture	<p>Academic and School Culture awards for students 4000-4999: Books And Supplies Supplemental and Concentration 2,000.00</p>	<p>Academic and School Culture awards for students 4000-4999: Books And Supplies Supplemental and Concentration 1,366.74</p>
Maintain 2 GCC School Nurses (Formerly Goal 1, Action 7) Moved to Goal 2 as it is more appropriate placement in LCAP.	<p>Nurse Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,621.49</p> <p>Nurse Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,354.11</p> <p>Nurse Benefits 3000-3999: Employee Benefits Supplemental and Concentration 4,948.35</p>	<p>Nurse Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,621.49</p> <p>Nurse Clerk Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,354.11</p> <p>Nurse Benefits 3000-3999: Employee Benefits Supplemental and Concentration 4,948.35</p>

Goal Analysis

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

Funds budgeted for actions/services were not implemented primarily due to the school closure due to COVID-19 in March 2020. While most actions for this goal were implemented despite COVID 19, there are actions involving professional learning, the purchasing of supplies, and catering/parent involvement that were not utilized due to the school closure. Funds budgeted for actions/services that were not implemented were moved to other areas of the LCAP; however; the COVID-19 pandemic greatly influenced planned spending during spring 2020.

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

The COVID 19 pandemic and school shutdown of March 2020 greatly influenced spending and implementing the actions/services to achieve this goal. The shutdown negatively influenced the ability to hold some types of professional learning do to COVID 19 safety protocols as well as made the purchasing of some supplies unnecessary due to the fact that staff and students were working from home. Despite the challenge of COVID 19 and the school shutdown, EPIC successfully implemented the majority of actions in this goal.

Goal 3

Students will participate in a broad multi-subject integrated English Language Arts and Mathematics programs that will focus on CCSS, expository writing, project rich and high-quality instruction. All students will improve achievement on the English-Language Arts and Mathematics assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none">• CAASPP• Classroom observations• Technology inventory• Curriculum adoption list• Professional Development Plan• Parent Satisfaction Survey• Writing Rubrics	<p>In 19-20, CAASPP was not implemented due to the COVID 19 pandemic and there is no data to report.</p> <p>In 19-20, Renaissance Learning Post Test was not implemented due to the COVID 19 pandemic and there is no data to report.</p> <p>In 19-20, End of the Year assessments were not administered due to the COVID 19 pandemic and there is no data to report.</p> <p>In 19-20, all students completed a minimum of 3 math projects that were linked to a real world situation.</p> <p>In 19-20, all staff were observed at least once a month until the school shut down in March 2020.</p> <p>In 19-20, EPIC added 150 Chromebooks as we transitioned to distance learning.</p> <p>In 19-20, all EPIC students had access to standards-based curriculum in ELA, math, science, and social studies.</p>

Expected	Actual
<p>19-20</p> <p>*Eighty-five percent of students will score proficient or advanced on the end of year assessment in English Language Arts and Math assessments or make 5% growth towards proficiency.</p> <p>*Students will perform at grade level or have a scaled score increase of 75 points on the Renaissance Math and Reading assessments.</p> <p>*EPIC will increase school-wide by 10% on local Reading and Math assessments.</p> <p>All EPIC students will complete a minimum of three math projects that are linked to a real world situation.</p> <p>All EPIC students will make 1 year's growth in reading for one school year attended.</p> <p>All EPIC students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</p> <p>Baseline</p> <ul style="list-style-type: none"> • 24% Meeting or Exceeding in ELA (All Students) • 24% Meeting or Exceeding in Math (All Students) • **All Students Meeting or Exceeding will increase by 5% in both ELA and Math • All staff observed at least once a month • We have 5 Chrome Carts with 30 Chrome Books in each cart • We have CA State Adopted curriculum for ELA, Math, Science and Social Studies • Professional Learning Communities PD series • GCC adopted Informative writing rubrics 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Teacher Induction program (formerly BTSA)	<p>Teacher Induction program (formerly BTSA) program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,610.38</p> <p>Teacher Induction program (formerly BTSA) program 3000-3999: Employee Benefits Supplemental and Concentration 1,471.56</p> <p>Teacher Induction Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,800.00</p>	<p>Teacher Induction program (formerly BTSA) program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,610.38</p> <p>Teacher Induction program (formerly BTSA) program 3000-3999: Employee Benefits Supplemental and Concentration 1,471.56</p> <p>Teacher Induction Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,800.00</p>
Provide professional development for teachers regarding curriculum, Common Core State Standards, English Language Development standards, technology, expository writing and Next Generation Science Standards.	<p>Personnel Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000.00</p> <p>Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1,933.62</p> <p>Outside PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,721.25</p> <p>Staff Meeting/PD Supplies 4000-4999: Books And Supplies Supplemental and Concentration 3,248.12</p> <p>Professional Development Extra Teacher Hours 1000-1999:</p>	<p>Personnel Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Personnel Benefits 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>Outside PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,721.25</p> <p>Staff Meeting/PD Supplies 4000-4999: Books And Supplies Supplemental and Concentration 936.00</p> <p>Professional Development Extra Teacher Hours 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries Title II 2,225.00 Professional Development Extra Teacher Benefits 3000-3999: Employee Benefits Title II 430.23	Certificated Personnel Salaries Title II 0 Professional Development Extra Teacher Benefits 3000-3999: Employee Benefits Title II 0
Increase technology resources and curriculum resources for students and teachers	Purchase additional student use computers and technology 4000-4999: Books And Supplies Supplemental and Concentration 50,000.00 Purchase classroom Smart Response sets 4000-4999: Books And Supplies Supplemental and Concentration 0 IT Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,189.64 ELA Wonders Curriculum K-5th 4000-4999: Books And Supplies Supplemental and Concentration 0	Purchase additional student use computers and technology 4000-4999: Books And Supplies Supplemental and Concentration 37,905.82 Purchase classroom Smart Response sets 4000-4999: Books And Supplies Supplemental and Concentration 0 IT Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 ELA Wonders Curriculum K-5th 4000-4999: Books And Supplies Supplemental and Concentration 0
Provide para professionals to support in-school intervention and extended learning time through an after school program	Paras for After School Program Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 29,925.60 Paras for After School Program Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9,282.68 Intervention Para Salary 2000-2999: Classified Personnel Salaries Title I 28,224.00	Paras for After School Program Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 29,925.60 Paras for After School Program Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9,282.68 Intervention Para Salary 2000-2999: Classified Personnel Salaries Title I 28,224.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Intervention Para Benefits 3000-3999: Employee Benefits Title I 16,412.29	Intervention Para Benefits 3000-3999: Employee Benefits Title I 16,412.29
Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online	Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,665.19	Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6341.26
Provide technology resource for teachers to track student achievement data and information	Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00	Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2086.68
Provide supplemental reading materials in English and students' native language	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Supplemental and Concentration 4,252.85	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Supplemental and Concentration 4,252.85
Provide online reading intervention support program to students who are reading below grade level	Success Maker subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,568.92 Other online supplemental programs: Brain Pop, etc 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000.00	Success Maker subscription 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,568.92 Other online supplemental programs: Brain Pop, etc 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00
Provide scholars with a Summer School Program	Summer School Teachers 1000-1999: Certificated Personnel	Summer School Teachers 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Technology Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,000.00	Technology Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

Goal Analysis

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

Funds budgeted for actions/services were not implemented primarily due to the school closure due to COVID-19 in March 2020. While most actions for this goal were implemented despite COVID 19, there are actions involving professional learning, the purchasing of supplies, and catering/parent involvement that were not utilized due to the school closure. Other areas of unspent funds include IT repairs (we don't repair we purchase new equipment now), Kindergarten Orientation (Was not held due to COVID 19), and Technology Consulting (Not utilized due to COVID 19 and related safety protocols). Funds budgeted for actions/services that were not implemented were moved to other areas of the LCAP; however; the COVID-19 pandemic greatly influenced planned spending during spring 2020.

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

The COVID 19 pandemic and school shutdown of March 2020 greatly influenced spending and implementing the actions/services to achieve this goal. The shutdown negatively influenced the ability to hold some types of professional learning do to COVID 19 safety protocols as well as made the purchasing of some supplies unnecessary due to the fact that staff and students were working from home. Despite the challenge of COVID 19 and the school shutdown, EPIC successfully implemented the majority of actions in this goal.

Goal 4

Students will participate in a broad course of study that puts them on track to college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none">• Professional Development for trained PYP Teachers• Other PYP School visits• Teacher IB Unit Planning time• IB Unit Development• IB Character Traits Awards• IB Parent trainings and Parent Nights• Start MYP IB	<p>In 19-20, 100% of EPIC TK-5th grade students participated in 6 units of inquiry for PYP</p> <p>In 19-20, 100% of EPIC 6-8 grade students participated in 4 units of inquiry for MYP</p> <p>In 19-20, students in grades 3-8 participated in at least one college field trip due to the COVID 19 pandemic</p> <p>In 19-20, 100% of EPIC 6-8 grade students researched and learned about high school, college and career pathways</p> <p>In 19-20, field trips and IB planning days were disrupted due to the COVID 19 school closure, but they were held prior to March 2020.</p> <p>In 19-20, all IB fees were paid and the MYP application was sent in and received.</p> <p>In 10-20, all TK-8th grade students participated in IB Learner Profile awards</p>

Expected	Actual
<p>19-20</p> <ul style="list-style-type: none"> Students in TK-5th will participate in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program. Students in 6th-8th will participate in 4 teacher developed units of inquiry for the International Baccalaureate Middle Years Program. Grades 3rd-8th will participate in college related field trips and/or projects three times per year. Students in 6th-8th will research and learn about high school, college and career pathways. <p>Baseline</p> <ul style="list-style-type: none"> Two IB School Visits Two IB full Planning Days IB Unit development (3rd grade created all 6 units, 2nd grade created 4 IB Units, 1st grade created 1 IB Unit, Kindergarten created 2 IB Units) All TK-8th grade scholars participated in IB Character Trait Awards MYP Application sent in and received All IB Fees paid 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide IB Coordinator to ensure teachers plan and implement IB units of inquiry with all required components	Maintain FTE Vice Principal/IB Coordinator 1000-1999: Certificated Personnel Salaries	Maintain FTE Vice Principal/IB Coordinator 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 76,376.00 Vice Principal/IB Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration 22,425.66	Supplemental and Concentration 76,376.00 Vice Principal/IB Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration 22,425.66
Grades 3rd-8th will research college and career pathways and participate in field trips and/or projects three times a year	Field trip costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,632.14 Supplies and Materials to create a College-Going Culture 4000-4999: Books And Supplies Supplemental and Concentration 0	Field trip costs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,632.14 Supplies and Materials to create a College-Going Culture 4000-4999: Books And Supplies Supplemental and Concentration 0
Provide in-person teacher training for International Baccalaureate Primary Years Program and Middle Years Program	Cost for in-person PYP IB training and online trainings 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,478.72 Cost for in-person MYP IB training and online trainings 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 Teacher Extra Hours IB Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,750.00 Para Extra Hours IB Training 2000-2999: Classified Personnel	Cost for in-person PYP IB training and online trainings 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,478.72 Cost for in-person MYP IB training and online trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 Teacher Extra Hours IB Training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,750.00 Para Extra Hours IB Training 2000-2999: Classified Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries Supplemental and Concentration 1,800.00 Employee Benefits for Extra Hours 3000-3999: Employee Benefits Supplemental and Concentration 1,476.82 Travel/Conference for IB 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,327.52 Travel/Conference for IB 5000-5999: Services And Other Operating Expenditures Title II 7,896.53 IB Trainings 5800: Professional/Consulting Services And Operating Expenditures Title II 1,574.44	Salaries Supplemental and Concentration 532.48 Employee Benefits for Extra Hours 3000-3999: Employee Benefits Supplemental and Concentration 1,476.82 Travel/Conference for IB 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 Travel/Conference for IB 5000-5999: Services And Other Operating Expenditures Title II 0 IB Trainings 5000-5999: Services And Other Operating Expenditures Title II 1,574.44
Provide additional IB resources for successful implementation	IB Application Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,201.06 IB Books for Teachers 4000-4999: Books And Supplies Supplemental and Concentration 5,316.07 ManageBac Online IB Unit Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,250.73	IB Application Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,201.06 IB Books for Teachers 4000-4999: Books And Supplies Supplemental and Concentration 1,027.42 ManageBac Online IB Unit Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,250.73
Provide Teacher release time for instructional planning in IB and GLAD.	Substitute costs 1000-1999: Certificated Personnel Salaries	Substitute costs 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 12,500.00 Substitute Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,417.03	Supplemental and Concentration 6,440 Substitute Benefits 3000-3999: Employee Benefits Supplemental and Concentration 809.20
Students will continue to receive visual and performing arts instruction during the school day. The art program will continue in the after school program and all student will have access to this instruction.	Music Program (already included Goal 2; Action 8) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 After school art with FTE Art teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,224.00 After school art with FTE Art teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9,303.60	Music Program (already included Goal 2; Action 8) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 After school art with FTE Art teacher 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,224.00 After school art with FTE Art teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9,303.60
Middle school students will have access to at least 6 electives	Supplies for Elective Classes 4000-4999: Books And Supplies Supplemental and Concentration 19,276.83	Supplies for Elective Classes 4000-4999: Books And Supplies Supplemental and Concentration 15,301.89
Expand Maker Programs for Students to Promote 21st Century Skills	Supplies for Maker Programs 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00	Supplies for Maker Programs 4000-4999: Books And Supplies Supplemental and Concentration 0
Expand After School Programs - Gymnastics, Girl Scouts, Spanish, etc. and support with required supplies as necessary.	After School Gymnastics Para Salary 2000-2999: Classified Personnel Salaries Title IV 8,125.20 After School Gymnastics Para Benefits 3000-3999: Employee Benefits Title IV 2,520.37	after School Gymnastics Para Salary 2000-2999: Classified Personnel Salaries Title IV 8,125.20 After School Gymnastics Para Benefits 3000-3999: Employee Benefits Title IV 2,520.37

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies/Equipment for After School Programs: Spanish, Gymnastics, Girl Scouts, etc. 4000-4999: Books And Supplies Supplemental and Concentration 6,000.00	Supplies/Equipment for After School Programs: Spanish, Gymnastics, Girl Scouts, etc. 4000-4999: Books And Supplies Supplemental and Concentration 1,432.95

Goal Analysis

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

Funds budgeted for actions/services were not implemented primarily due to the school closure due to COVID-19 in March 2020. While most actions for this goal were implemented despite COVID 19, there are actions where COVID 19 and the school closure affected implementation, such as subs for teacher release days, IB books for teachers, IB trainings, other books and supplies. Funds budgeted for actions/services that were not implemented were moved to other areas of the LCAP; however; the COVID-19 pandemic greatly influenced planned spending during spring 2020.

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

The COVID 19 pandemic and school shutdown of March 2020 greatly influenced spending and implementing the actions/services to achieve this goal. The shutdown negatively influenced the ability to hold some types of professional learning do to COVID 19 safety protocols as well as made the purchasing of some supplies unnecessary due to the fact that staff and students were working from home. Despite the challenge of COVID 19 and the school shutdown, EPIC successfully implemented the majority of actions in this goal.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Backpack Sanitizer to facilitate classroom and campus sanitation	750	750	No
Purchase of PPE such as masks and face shields and classroom dividers	10,370	14,038	No

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

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

We are very proud that EPIC is able was able to bring students and staff back to in-person as quickly as we were able to based on the COVID tier system. We were able to bring back our EL/SPED cohort on January 19, our K-5 students for hybrid learning on March 1, our 6-8 students for hybrid learning on March 15, and re-opened for full-time in-person learning for all students on April 12, 2020. The items such as the backpack sanitizer as well as PPE allowed us to re-open safely with only minor COVID-related incidents over the course of the year. Of course, the biggest challenges to implementing in-person instruction were COVID-19, parent/student engagement, facilitating a new way of instruction and learning for teachers and students, as well as the challenge of teaching through a concurrent instruction instructional model for hybrid and in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase devices and accessories to support distance learning including: chrome books, teacher laptops, and head sets.	\$100,000	35,774.30	Yes
Purchase online programs such as Gizmos, Screencastify, Spelling City, Etc. to support distance learning/hybrid learning	\$10,000	58,726.74	Yes
Provide an additional teacher planning day to support distance learning/hybrid learning during which time teachers were trained on platforms such as Google and Zoom	\$10,000	5,423	Yes
Purchase New Smartboards, Document Cameras and associated training to support with distance learning/hybrid learning	\$165,000	138,823.83	Yes
Purchase Chromebook Carts to ensure storage and charging capability to support distance learning/hybrid learning	\$14,000	13,640	Yes
Purchase new laminator machine and supplies to create literacy and mathematics manipulatives for distance learning/hybrid learning	\$2,000	2,133	Yes
Zoom Pro Accounts for staff and large meeting/webinar add on	2,000	2,000	

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

There were few substantive differences between the planned actions and/or budgeted expenditures for the EPIC distance learning program. We were able to purchase all of the necessary devices for students to have a Chromebook for distance learning. We found that we needed more online programs to support distance learning, so we shifted money to that action. We were able to provide the teacher planning day but it cost less than expected.

Analysis of the Distance Learning Program

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

There were many successes and challenges at EPIC relating to the distance learning program in 20-21, but overall EPIC navigated a very difficult year with skill and success. We are very proud that EPIC is able was able to bring students and staff back to in-person as quickly as we were able to based on the COVID tier system. We were able to bring back our EL/SPED cohort on January 19, our K-5 students for hybrid learning on March 1, our 6-8 students for hybrid learning on March 15, and re-opened for full-time in-person learning for all students on April 12, 2020. We are very proud that when we started the year in distance learning, that our instructional schedule had input from all stakeholders and provided more than the required "live" instructional time with the teacher than the law required. At EPIC, creating the initial distance learning schedule was very important, as many of our families had concerns about long periods of "screen time" for their students. Our distance learning schedule turned out to be very successful and was very popular amongst staff, parents and students. For hybrid learning, a key part of our schedule involved students who were on campus receiving two hours of instruction, unconnected, with no computers or concurrent learning taking place - students at home during hybrid learning participated in distance learning and completed independent work in the afternoons. Once again, all of our stakeholders were pleased with our hybrid learning schedule and it was very successful. Finally, our in-person learning schedule matched our regular schedule which was highly supported by staff and families.

EPIC was able to significantly expand its technology for students during 20-21 to facilitate distance learning. EPIC was able to add 550 Chromebook devices and is easily at a 1-1 ratio for students. EPIC was able to purchase 75 hotspots to ensure that students who needed internet access to participate in distance learning had it. EPIC Was able to install brand new Smart Boards in every classroom and learning space to assist teachers with distance/hybrid learning success. EPIC purchased multiple online platforms to supplement standards-based materials - platforms such as Brain Pop, Gizmos, Screencastify, Spelling City, Storia, etc. that students/families could also use from home. We were also able to purchase other items to support technology and distance learning such as headphones, carts for Chromebook carts, document cameras, extra monitors, etc.

EPIC is very proud of the student and family engagement during this year, despite the significant challenges that COVID 19 presented. All of our teachers kept an engagement log to ensure that students were attending. Teachers made frequent contact with families who were not attending. After teacher contact, if students were still not participating our full time Parent Liaison will call. We are pleased that we lowered our Chronic Absenteeism rate from 18.4 to 13.6%, (based on internal data analysis) which is more than the 3% reduction goal stated in our CSI Plan! This is a huge success! For hybrid and in-person learning, we had approximately 70-80% of students participate on campus!

COVID 19 obviously affected professional development at EPIC, but we did the best we could. While we could not participate in our traditional GLAD and International Baccalaureate trainings, we did have new staff IB and Capturing Kids Hearts trained virtually during 20-21. We were able to do significant internal PD and GCC-wide PD in the areas of equity and social-emotional learning. We also realized that we needed to shift and do significant PD in technology, including the use of the new Smartboards, Google suite, Zoom,

etc. Teachers spent a lot of time collaborating and sharing best practices regarding distance and concurrent learning. During this time, the EPIC team worked to receive a 6 year WASC Authorization as well as an IB MYP Authorization. Also, we were able to successfully meet the requirements of implementing our CSI plan with the help of consultant LTL 360.

During 20-21 school, the pandemic and school closure forced schools and staff into an "all hands on deck" whatever it takes to succeed mentality. At EPIC, we were fortunate to have good attendance during hybrid and in-person learning, so the shortage of substitutes did not significantly affect us. However, this was only due to the flexibility of all EPIC staff who were willing to work out of their job descriptions to ensure that our academic program was successful.

EPIC mobilized to support students with unique needs from the start of the 20-21 school year. During distance learning, our full time SPED teacher and ELD teacher were able to push into classrooms as well as support students through special office hours. We sought to bring back our SPED and EL newcomer students at the soonest point possible, as they are our most vulnerable students, and brought them back on January 19 for in-person learning supported by the RSP/ELD teacher. Throughout distance, hybrid, and in-person learning, our ELD teacher and RSP teacher have provided special programs for SPED and newcomer students such as providing in-person academic support as well as pushing into classroom as needed. All of our pupils with unique needs had the support of our school counselor as well. For these students where engagement was an issue, our parent liaison was in constant communication with these families to determine the level of support needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Paraprofessional support to classrooms	0.00	00	Yes
Staff training and lesson development time	11,497.00	00	No

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

The only substantive difference between the planned actions and/or budgeted expenditures for addressing pupil learning loss was that the staff training/lesson development time was included in the distance learning part of the LCP.

Analysis of Pupil Learning Loss

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

EPIC tried to prevent pupil learning loss during the 20-21 school year as much as possible, but unfortunately, that is next to impossible as distance learning is no substitute for being at school in person, especially for our large population of English Learners. One of the most important things we did to prevent learning loss was to make sure that our teachers and students had the necessary technology to participate in distance learning and that teachers were trained in distance and concurrent learning best practices. We gave teachers frequent time to collaborate and share best practices this year and that strategy was very successful. EPIC also purchased online curriculum to assist teachers and make student learning more engaging - these programs could also be used by students at home. Our Renaissance Learning data indicates that learning loss was not as severe as we had thought, so it shows that our schedules and strategies were successful. EPIC staff also made a point to make learning as fun and engaging as possible this year, with much live instruction and the inclusion of many SEL activities. For the summer of 20-21, we have a big summer school program planned where students will receive math and ELA instruction to help remediate any learning loss that took place. Students will also be allowed to keep their school-issued devices over the summer so they can use the EPIC online learning platforms during the summer.

Analysis of Mental Health and Social and Emotional Well-Being

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

EPIC had many successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year. One of the biggest challenges was students not being on campus and missing out on the important socialization and social skill development that occurs on campus. To counter this, EPIC created learning schedules with as much live interaction with staff as possible, without overdoing it on the screen time. We were able to find a successful balance with this. EPIC teachers and staff were encouraged to include as much fun, collaborative experiences as possible in their instruction. EPIC teachers and the counselor held regular office hours throughout the year for students who needed help or a personal connection. EPIC was able to continue with its frequent staff and student recognitions, which helped with staff and student morale as well. During our professional learning, EPIC continued with its work in CASEL model implementation, and teachers set goals relating to SEL and reflected on them during the 20-21 school year.

Analysis of Pupil and Family Engagement and Outreach

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

EPIC had many successes and challenges in implementing pupil and family engagement and outreach in the 2020-2021 school year. Distance learning was especially challenging for most of our parents and students as 70% of our students are from families with a non-English speaking background. Our teachers did an excellent job with maintaining their engagement logs and making frequent communication with families/students who were not participating in our different learning options. A second level of communication came from our Parent Liaison, who kept in communication with families who had consistently poor attendance during all phases of learning this year. We are proud of the consistently-high engagement at EPIC this year and are pleased to report that through our hybrid and in-person learning phases, we had between 70-80% of eligible students participating on campus (the rest were engaged through distance learning). Working to reduce chronic absenteeism is an important part of our CSI plan and as part of this plan we have established multiple actions to reduce chronic absenteeism, including phone calls, emails, attendance awards and student recognition, letters home to parents and students, etc. We are pleased that our informal data shows that our chronic absenteeism rate dropped from 18.4% to 13.6%, which exceeds our goal of reducing chronic absenteeism by 3%.

Analysis of School Nutrition

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

EPIC was able to safely serve students breakfast and lunch during all phases of in-person learning starting on January 19, 2021. Food service was provided by Twin Rivers USD.

Additional Actions and Plan Requirements

Overall Analysis

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

The 20-21 school year was quite a year regarding spending and how it changed to meet the needs of distance and hybrid learning but our current LCAP withstood the test. We learned that our LCAP goals and actions were strong due to the fact that we were able to have a successful year within this LCAP. While our LCAP goals have changed for the 21-24 LCAP, the actions have remained relatively consistent with the LCAP of the past. EPIC learned quite a few lessons from implementing in-person and distance learning programs in 2020-2021 that have informed the development of goals and actions in the 2021-2024 LCAP. As teachers were thrust into distance learning and significant technology use, there is no doubt that continued investment and support in technology use will be necessary. This not only includes the purchase of technology for staff and students, but continued professional learning in technology use and blended-learning best practices. We have added coaching time into this new LCAP, which will facilitate the teacher sharing of best practices. Also, during this year of extenuating circumstances due to COVID for families, we realized the importance of maintaining our parent liaison and his importance to parent/family engagement at EPIC.

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

Pupil learning loss and ways to remediate it are addressed in our 21-24 LCAP, as they were in our past LCAP, especially with unique needs. Some example on how learning loss will be addressed include continuity with Capturing Kids Hearts, International Baccalaureate and Project GLAD training. EPIC has also added new paraprofessionals to provide intervention and support students throughout the next LCAP. EPIC will invest and maintain in new curriculum so EPIC teachers and students have the best possible materials for ELA and mathematics. EPIC will continue to hold programs such as summer school, after school tutoring, and will add Kindergarten Orientation to help facilitate the successful transition to school. In the new LCAP, we continue our diligent work with improving our attendance rates, as the number way to address learning loss is to make sure that students are in school in the first place. Also, EPIC moves to new ways to assess students and gather data in the new LCAP by using I-Ready, which will allow us to determine necessary interventions for students more efficiently than our previous program did.

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

No substantive differences were evidenced.

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

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

The analysis of data and determination of student outcomes was very difficult in the ever-changing nature of learning in 20-21. Most of the outcomes in the 19-20 LCAP and 20-21 LCP were based on data that is either obsolete (CELDT, STAR) or on data that was not gathered due to assessments being cancelled (CAASPP, ELPAC). Despite these challenges, EPIC was able to implement Renaissance Learning assessments in the fall and spring. However, the data is skewed because the conditions of testing were different and students tended to do better on the test when they took the test at home. Based on the data received, we determined that there was some learning loss at some grade levels, but overall that most grade levels made progress relatively similar to how they typically do. EPIC believes that its 19-20 LCAP was strong and that the four goals and related actions allowed us to provide a comprehensive program as well as work toward achieving the goals in our CSI Plan. The goals in our CSI plan relate to ELA instruction, especially as it pertains to listening skills and informational text, mathematics instruction, and reducing chronic absenteeism. The goals and actions in the EPIC 21-24 LCAP allows EPIC to continue to work on these goals as well as provide the board course of study that promotes student engagement in school.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,218,482.47	1,089,143.66
Supplemental and Concentration	1,036,176.57	917,389.52
Title I	105,376.33	105,376.33
Title II	12,126.20	1,574.44
Title III	54,157.80	54,157.80
Title IV	10,645.57	10,645.57
	10,645.57	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,218,482.47	1,089,143.66
1000-1999: Certificated Personnel Salaries	227,368.87	200,728.87
2000-2999: Classified Personnel Salaries	387,270.78	381,633.26
3000-3999: Employee Benefits	248,702.86	243,051.89
4000-4999: Books And Supplies	119,360.56	83,199.29
5000-5999: Services And Other Operating Expenditures	44,865.48	63,875.32
5800: Professional/Consulting Services And Operating Expenditures	160,913.92	93,969.03
6000-6999: Capital Outlay	30,000.00	22,686.00
	30,000.00	22,686.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,218,482.47	1,089,143.66
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	224,983.87	200,568.87
1000-1999: Certificated Personnel Salaries	Title II	2,225.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	160.00	160.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	270,752.77	265,115.25
2000-2999: Classified Personnel Salaries	Title I	68,739.13	68,739.13
2000-2999: Classified Personnel Salaries	Title III	39,653.68	39,653.68
2000-2999: Classified Personnel Salaries	Title IV	8,125.20	8,125.20
3000-3999: Employee Benefits	Supplemental and Concentration	196,783.87	191,563.13
3000-3999: Employee Benefits	Title I	36,637.20	36,637.20
3000-3999: Employee Benefits	Title II	430.23	0.00
3000-3999: Employee Benefits	Title III	12,331.19	12,331.19
3000-3999: Employee Benefits	Title IV	2,520.37	2,520.37
4000-4999: Books And Supplies	Supplemental and Concentration	117,347.63	81,186.36
4000-4999: Books And Supplies	Title III	2,012.93	2,012.93
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	36,968.95	62,300.88
5000-5999: Services And Other Operating Expenditures	Title II	7,896.53	1,574.44
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	159,339.48	93,969.03
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,574.44	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	30,000.00	22,686.00
		30,000.00	22,686.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	264,465.43	249,392.10
Goal 2	425,536.00	393,620.69
Goal 3	264,608.32	222,248.19
Goal 4	263,872.72	223,882.68

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,120.00	\$14,788.00
Distance Learning Program	\$303,000.00	\$256,520.87
Pupil Learning Loss	\$11,497.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$325,617.00	\$271,308.87

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,120.00	\$14,788.00
Distance Learning Program	\$2,000.00	\$2,000.00
Pupil Learning Loss	\$11,497.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$22,617.00	\$14,788.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$301,000.00	\$254,520.87
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$301,000.00	\$254,520.87



Local Control 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
Empowering Possibilities International Charter School	Jerry Kosch Principal	jerry.kosch@gcccharters.org

Plan Summary [2021-22]

General Information

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

Empowering Possibilities International Charter (EPIC) is an independent public charter school that operates as part of the charter management organization Gateway Community Charters (GCC). Gateway Community Charters has existed since 2003 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 17th year of operation, GCC serves over 5,100 TK-12th grade students within nine separate schools which are fully WASC accredited charters, with a number of unique missions. Currently four of the GCC charter schools serve predominantly underserved, unserved, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth, adjudicated youth, homeless, etc. GCC charter schools serve numerically significant numbers of low socioeconomic students, newcomers and English Learners. Gateway Community Charters manages

a complex budget of over \$70 million and has maintained an excess of the required 3% reserve for each of its charter schools as well as keeping an additional reserve when needed for cash flow management, all while expanding enrollment each year.

EPIC was granted its first charter authorization by Yolo County Office of Education in April 2014 and received a 5 year initial term. In January 2020, EPIC received a second 5 year renewal term that authorizes the school through the 2024-2025 school year. EPIC serves students in transitional Kindergarten through 8th grade and is located in Yolo County in the city of West Sacramento, CA. The EPIC campus is located on the leased second floor of an Ethan Conrad commercial facility located at 2945 Ramco Street, West Sacramento, CA 95691. The EPIC facility contains 22 classrooms, a library, a Multipurpose Room, a science lab, a playground, and a brand new artificial turf PE/Play Area. EPIC has always focused on keeping class sizes small, and maximum capacity for all classes is capped at 25 students.

EPIC is open to all students in grades K-8. EPIC is nonsectarian in its programs, admission policies, employment practices, and all other operations. EPIC does not charge tuition, and does not discriminate against any pupil on the basis of ethnicity, gender, gender expression, gender identity, religion, national origin, ability, disability, any of the characteristics as listed in Education Code Section 220, including immigration status.

EPIC seeks to be reflective of the community of West Sacramento. The EPIC administrative team has extensive experience working with student populations that mirror the demographics of the surrounding community, such as significant numbers of free- and reduced-price lunch participants as well as English language learners.

According to the US Census Data, in 2018, West Sacramento has a population of 53,727 with a median age of 33.6 and a median household income of \$59,586. The Ethnicity of the West Sacramento population is as follows: 48.4% White, 4.2% Black/African American, 0.6% American Indian, 29.8% Hispanic or Latino, 10.1% Asian, and 9.4% who are two or more races. The median property value in West Sacramento, CA is \$304,600, and the homeownership rate is 53.8%. West Sacramento has 18,000 households of which 4,810 identify as Slavic households. Many former Soviet Union/Slavic families have settled in the West Sacramento area in three immigration waves as a result of the American immigration policy regarding family reunification in the 1990's. In addition, 16.9% of the population for whom poverty status is determined in West Sacramento (8,800 out of 51,900 people) live below the poverty line, a number that is higher than the national average of 13.4%. The most common racial or ethnic group living below the poverty line in West Sacramento is White (with a significant number of Slavic families included in this category), followed by Hispanic and Two or More Races.

EPIC has seen steady enrollment growth since it opened in 2014 with 322 students. In 2020, EPIC's enrollment was over 400 students but has fluctuated during 2020-2021 due to extenuating circumstances attributed to COVID-19. At the time of this report, EPIC's enrollment is 370 students. Throughout its history, EPIC has served large populations of the Sacramento region's most vulnerable students, including socio-economically disadvantaged students, English Learners, and Foster Youth. For the 2019-2020 school year, 75% of EPIC students were identified as Socio-Economically Disadvantaged, 73% were identified as English Learners, .5% as Foster Youth, and 2.6% as Students with Disabilities. While the majority of students are White and of Russian-Slavic descent, EPIC has been working hard to increase cultural

diversity and has recently seen growth in the Hispanic and African American student populations. We will continue to strive to build programs at EPIC that will attract a more culturally-diverse population..

EPIC is a fully-authorized International Baccalaureate school for PYP and MYP (Grades TK-8) that offers a comprehensive CA-Standards-based curriculum, Russian and Spanish world languages, physical education, art and a free after school program. EPIC has been recognized as a Capturing Kids Hearts National Showcase School since 2018 for its positive school culture and is fully WASC accredited through 2027.

Reflections: Successes

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

When looking at the EPIC English/Language Arts CAASPP data over the past four years, students who have been Meeting/Exceeding the Standard increased each year from 2016-2019, which shows the general strength of EPIC's English/Language Arts program. In 2018-2019, the last time CAASPP was administered due to COVID -19, EPIC performed slightly below the state average as a whole, but English Learner and Socio-Economically Disadvantaged students far surpassed the state averages in English/Language Arts. In addition to CAASPP, EPIC utilizes Renaissance Learning STAR reading twice a year as a complimentary assessment to CAASPP, with the goal of grade levels making a 50 point scaled-score growth annually. Each year, each grade level and subgroup overwhelming makes their targeted growth each year. With the onset of the CA School Dashboard, CAASPP data has been analyzed differently. Rather than using "Students Meeting/Exceeding the Standard" as the measurement of growth, we now use the "Distance from Standard" measurement. On the last CA Dashboard, EPIC was in the "Orange Tier" for ELA for All Students as they showed growth but only "Maintained" progress while our English Learners "Increased" and are Yellow. In general, all of our data shows that the EPIC ELA Program is strong, especially considering the percent of English Learners/English Learner Newcomers who are counted into the dashboard formula.

When looking at the EPIC Mathematics CAASPP data over the past four years, students who have been Meeting/Exceeding the Standard showed tremendous growth from 2016-2018. In 2018-2019, there was a slight drop in student performance, which we are addressing through school improvement plans. In 2018-2019, the last time CAASPP was administered due to COVID-19, EPIC performed slightly below the state average as a whole, but English Learner and Socio-Disadvantaged students far surpassed the state averages in Mathematics. EPIC also utilizes Renaissance Learning STAR Math data to determine growth, with the goal of all grade levels and subgroups making annual growth of 50 scaled score points. EPIC grade levels and subgroups overwhelmingly make their targeted growth on STAR Math each year. With the onset of the CA School Dashboard, CAASPP data has been analyzed differently as stated above. We now use the "Distance from Standard" measurement rather than "Meeting/Exceeding Standard." On the CA School Dashboard, EPIC is in the "Orange Tier" for all subgroups due to not making the state-required growth. However, when you look at the whole period of the past LCAP, EPIC made grade strides in mathematics despite the slight decline in 18-19.

EPIC's English Language Learner (EL) program is one of many areas where our school truly shines. When reviewing the data it is easy to see that EPIC's EL program is of the highest quality with unarguable results. A very telling piece of data is the comparison of the achievement of EPIC's EL students to the state of California as a whole. When analyzing this data set (link provided) you can see that EPIC had an overwhelmingly higher percentage of EL students meeting or exceeding the standard on the CAASPP assessment in the area of English Language Arts than the state average. This shows that EPIC's EL students are making great strides towards achieving English language proficiency. We are looking forward to being able to utilize the EL Progress Indicator as intended, but unfortunately there is only one year's data linked to this dashboard indicator which limits its use at this point.

Although there has been no recent CA Dashboard data released due to COVID-19, we are pleased that our local data shows that we were able to reduce Chronic Absenteeism and lower our suspension rate during the pandemic. We are proud that our initial internal data for chronic absenteeism shows that we reduced our rate to around 12% this year, down from 18.4%, which met our goal of having a 3% reduction! Of course suspension data is skewed due to the pandemic and distance learning, but we had zero suspensions for 20-21.

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.

EPIC's identified needs based on a review of Dashboard data have been written into the EPIC CSI plan. Over the past two years, and into the future until we get new Dashboard data, EPIC will focus on 1) Mathematics Instruction - Implementation of new curriculum and research-based instructional practices. The CA Dashboard data shows that this needs to be a school-wide area of focus and will benefit all subgroups. 2) English/Language Arts Instruction - EPIC has identified through data that intensive instruction relating to understanding informational text as well as improving listening skills will benefit all subgroups. 3) Chronic Absenteeism - Chronic Absenteeism has been a historical problem at EPIC and was in the "Orange Tier" on the last CA School Dashboard. We have made and will continue to make a focused effort to reduce this number by the next school dashboard. The issue of chronic absenteeism holds true for all of EPIC's significant subgroups. Also, while not in our CSI Plan, EPIC is looking to formally reduce its suspension rate for the next dashboard. EPIC has had a historically low suspension rate but in 18-19 had a temporary rise, which put EPIC in the "Red Tier" although the rate was at the state average. We anticipate the suspension rate going back to it's normal 1% or less on the next CA School Dashboard.

LCAP Highlights

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

Goal 1 - EPIC will provide conditions of learning that will develop college and career ready students: Programs: Project GLAD EL training, world language instruction, ELD materials and supplies, Rosetta Stone, student assemblies, K-5 PE paraprofessional, SCOE Teacher Induction Program, standards-based ELA, math and science curriculum, library books in multiple languages, teacher release days for peer observations and coaching, online supplemental programs, library software, Kindergarten Orientation, technology support, field trips, K-5 Art

paraprofessional, elective and physical education supplies, supplies for maker programs, free after school program, instructional supplies for elementary Spanish.

Goal 2 - EPIC will have programs, develop plans, and provide data from assessments that will maximize pupil outcomes: Programs: ELA and Math tutoring, ELA/Math intervention curriculum, music program, PD for teachers (standards, ELD, technology, research-based instructional practices), Technology devices for students and staff, outside consultants to assist with CSI and mathematics implementation, Intervention paraprofessional salaries, data tracking systems (Renaissance, Illuminate, AERIES, other), Success Maker program, summer school, IB Coordinators salaries and professional learning, IB training for EPIC staff, IB materials for teachers, IB materials for students.

Goal 3 - EPIC will foster positive relationships with staff, students, parents, and the community as part of a successful learning environment: Programs: Parent Liaison salary, playground assistant salaries, PD involving social-emotional learning, Capturing Kids Hearts implementation, School Safety supplies, attendance incentives, supplies to facilitate parent involvement/meetings, student academic/culture awards, nurse salaries and nurse clerk salaries, supplies to facilitate staff PD/meetings.

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.

Empowering Possibilities Charter School (EPIC)

Support for Identified Schools

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

EPIC will work in partnership with Lead, Teach, Learn 360, an educational consulting firm, to support the development of the plan. The support will include the needs assessment, action planning and progress monitoring for the 20/21 school year.

Needs Assessment: The work began in early September with a comprehensive data collection and needs assessment discussion. During the needs assessment all stakeholders were given the opportunity to identify data sources, discuss what data might be missing, provide input on how they would address identified needs and make suggestions for improvement. Stakeholders provided this input via survey, focus groups and small group discussions in grade level and other school teams. After reviewing the California School Dashboard, survey data, and summaries of small group discussions, the team determined the following actions/outcomes.

Chronic Absenteeism: Decrease by 3%

ELA/Literacy: Decrease distance from standard by 10 points

Mathematics: Decrease distance from standard by 8 points

EL Progress: Increase progress by 3%

Resource Inequities:

It was determined as part of the needs assessment that training was needed on the current adopted curriculum, purchase of new curriculum and supplemental materials, alignment of course outcomes to content standards and the need to develop common formative assessments. Additionally, the use of the current student data system, Illuminate, was not consistent or integrated due to lack of training and understanding of use.

Identified Interventions:

Math Framework Training

Curricular Materials Training

Illuminate Data Systems Training

Purchase of new curriculum and supplemental materials in ELA and mathematics

Staff Training/attendance

Parent information nights/attendance

Development of Common Formative Assessments

Utilize of CAASPP Interim Assessments

Professional Learning in Research-Based Instructional Practices such as International Baccalaureate

Monitoring and Evaluating Effectiveness

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

The team will evaluate data for each of the outcomes as follows:

Chronic Absenteeism: Every six weeks

ELA/Literacy, Mathematics, ELD: Trimester (Nov, Feb, May)

Additionally, the CSI team will conduct ongoing progress monitoring of implementation of the interventions to ensure the supports identified for both staff and students are being implemented.

Stakeholder Engagement

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

EPIC values the input of all stakeholders in the process of LCAP creation - parents, students, and staff. Parents are given input into the LCAP through the annual school survey as well as through representation on the EPIC School Site Council/ELAC DELAC, which meets at least four times annually. In 2020-2021, the SSC/ELAC/DELAC met on 9.8.20, 11.3.20, 2.2.21, and 5.4.21. At each of these meetings, the LCAP goals and actions are viewed and input is taken as to how we might want to modify actions based on student needs. LCAP goals and actions are also regularly reviewed at EPIC staff meetings, especially each spring when the LCAP is developed. Staff members are given the opportunity to review actions and give input as to how actions may be revised to better meet student needs. Finally, LCAP goals and actions are reviewed with the EPIC student council each spring and student feedback is incorporated into revision of actions on an annual basis.

A summary of the feedback provided by specific stakeholder groups.

EPIC's LCAP Goals and Actions are regularly reviewed by parents, students and staff. Parents provide feedback through school surveys and representation on the EPIC School Site Council/ELAC/DELAC. As we transition to new goals and actions, EPIC parents were primarily concerned with maintaining our successful services/programs to benefit English Learners and Low SES students. These programs include Project GLAD training, the credentialed Russian teacher, paraeducators to assist with world language instruction, and ELD and supplies. They were also concerned about maintaining our Title I programs that include the Parent Liaison, who works to promote family engagement as well as our intervention paraprofessional. Parents were also interested in adding a kindergarten orientation to establish a successful transition to Kindergarten as well as maintaining field trips and our free after school program. Staff provided feedback regularly on LCAP at EPIC staff meetings. One of the key areas of staff feedback for LCAP relates to providing release time for International Baccalaureate implementation as well as instructional coaching. Other areas that staff advised to include in LCAP was the art and PE paraprofessionals, whose work with students allow us to provide adequate planning/prep time for teachers. Through formal and informal surveys with students, it was determined that field trips, student assemblies, and the after school programs were important to them.

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

All of the areas of staff, parent and student feedback mentioned above were included in the EPIC LCAP.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning: EPIC will provide conditions of learning that will develop College and Career Ready students (priority 1, 2, 7)

An explanation of why the LEA has developed this goal.

This goal was designed to fund programs and materials that promote college and career ready students at EPIC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed (priority1 A)	EPIC has 3/21 (14%) of teachers who are not appropriately assigned and are working on authorizing their credentials.				All EPIC teachers (100%) will be appropriately assigned and fully credentialed.
All Students have access to standards aligned materials (priority 1B, 2A)	100% of EPIC students have access to standards-aligned instructional materials in the CORE areas. By 23-24 EPIC will update the K-5 science curriculum.				100% of EPIC students will have access to standards-aligned instructional materials in CORE areas. By 23-24 EPIC will update the K-5 science curriculum.
School facilities are in good repair (priority 1C)	90% of parents responded that the EPIC facilities are in good repair based on				95% of parents will respond that the EPIC facilities are in good repair based on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the 20-21 EPIC Parent Survey.				23-24 EPIC Parent Survey.
EL Language Acquisition Programs (priority 2B, 7B)	100% of EPIC students receive SEI through integrated and designated ELD. 100% of newcomers will receive additional pullout support.				100% of EPIC students receive SEI through integrated and designated ELD. 100% of newcomers will receive additional pullout support.
EL Professional Learning (priority 2B)	EPIC has 12/18 (67%) are trained in Project GLAD, which benefits EL instruction and student learning.				100% of EPIC teachers will be trained in Project GLAD.
Programs to support Foster Youth, Homeless, SED, SPED (priority 7B, C)	EPIC does not have a study skills class for its RSP program.				100% of EPIC RSP students will participate in a study skills class before school, during school, or after school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Project GLAD Training	EPIC will provide Project GLAD training to staff to support integrated ELD implementation.	\$1,000.00	Yes
2	Provide Credentialed Russian Teacher for World Language Program.	EPIC will provide a credentialed Russian teacher to support our International Baccalaureate world language program. (Salary and Benefits)	\$81,199.39	No

Action #	Title	Description	Total Funds	Contributing
3	Provide Paraeducators to Assist with World Languages and ELD	Provide paraeducators to assist with Russian and Spanish world languages as well as English Language Development.	\$206,306.74	No
4	ELD Materials and Supplies	English Language Development Materials and Supplies	\$8,517.05	Yes
5	Rosetta Stone (Licensing Software)	Utilize Rosetta Stone to assist ELD programs for EL and Newcomers	\$4,152.81	Yes
6	Student Assemblies	Provide student assemblies to promote college/career readiness	\$4,000.00	No
7	Provide K-5 Physical Education Paraprofessional		\$48,669.96	No
8	HeartZones Subscription	Purchase HeartZones subscription so heart rate monitors can be utilized during physical education.	\$1,063.21	No
9	Provide Teacher Induction Program	Provide SCOE Teacher Induction Program to new teachers in order to clear their credentials.	\$15,269.56	No
10	Standards-Based ELA, Math, Science, and Social Studies Curriculum	Purchase Standards-Based ELA, Math, Science and social science curriculum for grades K-8	\$217,799.00	No
11	English, Spanish and Russian Library Books	Purchase English, Spanish, and Russian library books (Books other than textbooks)	\$4,300.00	No
12	Subs for Teacher Release Days for Peer Observations and Coaching.	Provide teachers substitutes so they they can participate in peer observations and coaching.	\$2,414.18	No
13	Online Supplemental Programs (Licensing Software)	Web-Based instructional programs to enhance student learning.	\$26,950.00	No

Action #	Title	Description	Total Funds	Contributing
14	Library Software	Purchase software in order to manage the EPIC library.	\$0.00	No
15	Kindergarten Orientation	Provide Kindergarten Orientation to ensure a smooth transition to Kindergarten.	\$12,070.91	Yes
16	Technology Support Employee	Maintain an employee to assist with technology support at EPIC	\$4,616.18	No
17	Field Trips/College Field Trips	Provide field trips and college field trips to EPIC students.	\$13,500.00	Yes
18	Provide K-5 Elementary Art Paraprofessional	Provide art paraprofessional to support EPIC art programs.	\$40,933.78	No
19	Electives and Physical Education Supplies	Purchase supplies for electives and physical education program.	\$17,780.90	Yes
20	Supplies for "Maker" programs	Purchase supplies for "Maker" programs.	\$1,000.00	Yes
21	Provide After School Program Gymnastics Paraprofessional	Provide after school program gymnastics paraprofessional to broaden after school program.	\$13,136.12	No
22	Supplies for After School Gymnastics	Purchase supplies for after school gymnastics program.	\$1,500.00	No
23	Instructional Materials for K-5 Spanish Program	Purchase instructional materials for K-5 Spanish program.	\$1,000.00	No

Goal Analysis [2021-22]

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

Goal #	Description
2	Pupil Outcomes: EPIC will have programs, develop plans, and provide data from assessments that will maximize pupil outcomes. (Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

This goal supports EPIC's broad academic program, related planning, and means to achieve and analyze the data to maximize pupil outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP Math (priority 4A)	In 18-19, All Students were 27.1 points below standard. EL were 30.8 points below standard, SED were 29.9 points below standard, White were 25.6 points below standard.				By 23-24, all students and subgroups will improve 8 points toward meeting the standard annually. All students will be - 3.1 points below standard, EL will be - 6.8 points below standard, SED will be -5.9 points below standard, and white will be -1.6 points below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP ELA (priority 4A)	In 18-19, All Students were 16.1 points below standard. EL were 21.6 points below standard, SED were 18.7 points below standard. White were 16 points below standard.				By 23-24, all students and subgroups will improve 10 points toward meeting the standard annually. All students will be 13.9 points above standard, EL will be 8.4 points above standard, SED will be 11.3 points above standard, white will be 14 points above standard.
CSU and UC and CTE pathway completion percentage (priority 4B)	NA				NA
English Learner Progress Indicator (priority 4C)	In 18-19, 55% of ELL made progress toward English Language Proficiency based on ELPAC. This percentage will increase by 3% a year.				64% of ELL will make progress toward English Language Proficiency.
EL Reclassification Rate (priority 4D)	In 18-19, 1.5% of ELL students were reclassified.				6% of ELL students will be reclassified.
Percentage of pupils who passed and AP	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exam of 3 or better (priority 4E)					
Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (priority 4F)	NA				NA
College Career Indicator (8)	NA				NA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide after school ELA and Math Support to Students	Provide after school ELA and math support to students during after school program	\$0.00	No
2	Purchase Intervention Curriculum	Purchase intervention curriculum to support struggling students in ELA and mathematics.	\$0.00	No
3	Provide after school music program to students	Provide after school music program to students	\$0.00	No
4	Provide PD for teachers regarding curriculum, CA standards, ELD, technology, writing and NGSS.	Provide PD for teachers regarding curriculum, CA standards, ELD, technology, expository writing and NGSS.	\$2,685.78	No

Action #	Title	Description	Total Funds	Contributing
5	Purchase technology for students and staff	Purchase technology for students and staff to enhance teaching and learning.	\$66,582.13	No
6	Provide outside consultants to facilitate CSI, coherence, and math training	Provide consultants to facilitate CSI, coherence, and math training.	\$74,900.00	No
7	Provide paraprofessional to support math and ELA intervention	Provide paraprofessional to support math and ELA intervention - Salary and Benefits.	\$48,780.37	No
8	Provide paraprofessionals to Support In-School Intervention/Extended Learning Time After School	Provide paraprofessionals to support in-school intervention and extended learning time after school. Salary and Benefits.	\$0.00	No
9	Renaissance Learning	Purchase Renaissance Learning (Licensing Software)	\$0.00	No
10	Student Achievement Data Tracking Software/Technology	Purchase AERIES, Illuminate, I-Ready, etc. to track student achievement data	\$0.00	No
11	Pearson Successmaker Software	Purchase Successmaker and provide to students for ELA and mathematics intervention.	\$0.00	No
12	Provide Summer School Program	Provide teachers, paras, custodians and administrator salary/benefits for summer school program.	\$0.00	Yes
13	Maintain International Baccalaureate Coordinators for IB Program	PYP and MYP IB Coordinator Salary and Benefits	\$193,523.01	No

Action #	Title	Description	Total Funds	Contributing
14	Provide IB Coordinator Professional Learning	Provide IB Coordinator Professional Learning	\$4,500.00	No
15	Provide International Baccalaureate Training	Provide International Baccalaureate Training for EPIC staff	\$51,350.59	No
16	Purchase IB Materials for Teachers	Purchase IB Materials for Teachers (Books other than textbooks)	\$5,400.00	No
17	Purchase IB Materials for Students	Purchase IB materials for students	\$10,000.00	No
18	IB Fees, Dues and Membership	Pay for IB fees, dues, and membership.	\$20,000.00	No
19	Purchase Managebac to manage IB programs	Purchase Managebac to manage IB programs	\$5,000.00	No
20	Provide substitutes for IB Release Days	Provide substitutes for IB release days.	\$5,397.54	No

Goal Analysis [2021-22]

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

Goal #	Description
3	Engagement: Foster positive relationships with staff, students, parents, and the community as part of a successful learning environment. (Priorities 3, 5, 6)

An explanation of why the LEA has developed this goal.

This goal is designed to build, maintain, and support a positive school culture at EPIC, which includes promoting the parent and community engagement that is critical to student learning outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement all students (priority 3A)	<p>In 2020-21 42% of EPIC families view school communications through Parent Square.</p> <p>In 2020-21 96% of EPIC families were contactable through Parent Square.</p>				<p>100% of EPIC families will view Parent Square communications sent from EPIC.</p> <p>100% of EPIC families will be contactable through Parent Square.</p>
Parent involvement EL, Homeless, FY, SED(priority 3B)	100% of elected parents participate in the EPIC				100% of elected parents participate in EPIC SSC/ELAC/DELAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SSC/ELAC/DELAC quarterly meetings.				meetings. 10 additional parents will attend these meetings who represent families of English Learners.
Parent involvement students with exceptional needs (priority 3C)	100% of parents attend annual IEP meetings and receive trimester updates on student progress.				100% of parents attend annual IEP meetings and receive trimester updates on student progress.
School attendance rates as a percentage (priority 5 A)	In 18-19, 81% of students were in regular attendance.				90% of students will have regular attendance.
Chronic Absenteeism rates as a percentage (priority 5B)	In 18-19, the school Chronic Absenteeism percentage was 18.4%. EPIC will reduce this rate by 3% annually schoolwide and for all subgroups. Current percentages are EL (17.7%), SED (19.3%), White (18.2%).				School wide Chronic absenteeism rate will be 9.4% or below. EL will be 8.7% or below, SED will be 10.3% or below, White will be 9.2% or below.
Middle School dropout rates as a percentage (priority 5C)	NA				NA
High School dropout rates as a	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage(priority 5D)					
High School graduation rates as a percentage (priority 5D)	NA				NA
Suspension rates as a percentage (priority 6A)	In 18-19, suspension rate was 4.2%. EPIC will reduce this rate by 1% annually schoolwide and for all subgroups. Current percentages - EL (3.7%); SED (3.9%); White (4.4%)				School wide suspension rate will be 1.2% or below. EL will be .7% or below, SED will be .9% or below, White will be 1.4% or below.
Expulsion rates as a percentage (priority 6B)	In 18-19, EPIC had zero expulsions.				EPIC will have zero expulsions.
School Safety or other school connectedness activities (priority 6C)	EPIC has been recognized as a CKH National Showcase School for the past three years.				EPIC will continue to be recognized as a CKH National Showcase School.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Parent Liaison	Provide Parent Liaison to support student and parent engagement.	\$65,812.93	No

Action #	Title	Description	Total Funds	Contributing
2	Provide Playground Assistant Positions	Provide playground assistant positions to monitor safety during student breaks and passing periods.	\$57,051.03	No
3	Staff PD regarding equity, social emotional learning, bully prevention.	Staff PD regarding equity, social emotional learning, bully prevention.	\$0.00	No
4	Provide Capturing Kids Hearts Program	Provide Capturing Kids Hearts Program at EPIC	\$0.00	No
5	School Safety/Anti-Bullying Program Supplies	Provide School Safety/Anti-Bullying Program Supplies.	\$1,000.00	No
6	Provide Attendance Incentives	Provide attendance incentives to staff and families (supplies)	\$2,000.00	No
7	Supplies for School Meetings/Parent Involvement	Supplies for School Meetings/Parent Involvement	\$4,200.00	No
8	Student Awards to Promote Academics/School Culture	Student Awards to Promote Academics/School Culture	\$2,000.00	No
9	Provide School Nurse, LVN, and nurse clerk	Provide School Nurse, LVN, and nurse clerk	\$0.00	No
10	Staff Meeting Supplies for Professional Learning	Staff Meeting Supplies for Professional Learning	\$5,000.00	No

Goal Analysis [2021-22]

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.

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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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.20%	931,732

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.

1-1 Project GLAD Training - This research-based training is critical to our teachers meeting the needs of EL students. This is our primary means of providing integrated ELD to our large amount of English Learners. This will lead to academic success for these students.

1-4 ELD Materials and Supplies - These SDAIE-based materials/manipulatives will increase comprehensible input for our English Learner in our ELD programs. This will lead to academic success for these students.

1-5 Rosetta Stone - This technology-based program is especially beneficial to our English newcomers and allows students to participate in ELD at home. This will increase academic success for these students.

1-15 Kindergarten Orientation - This program will benefit foster youth, English Learners, and low-income students in the sense that many of these students are not prepared with skills to enter Kindergarten successfully and this program will help facilitate the transition to a successful academic year.

1-17 Field Trips/College Field Trips - These benefit foster youth, English Learners, and low-income students in the sense that they provide real-world experiences to promote college/career readiness that may not be given at home without school intervention.

1-19 Elective/PE Supplies - These supplies will benefit foster youth, English Learners, and low-income students as they will facilitate teachers teaching to different learning styles/multiple intelligences. For example, these supplies could meet the needs of "Visual" or "Kinesthetic" learners or other learning styles. This will promote academic success for these students.

1-20 Maker Supplies - These supplies will benefit foster youth, English Learners, and low-income students as they will facilitate creativity, collaboration and project-based learning, which are all 21st century skills that promote college/career readiness.

2-12 Summer School - Summer school will provide SEL and remediate learning loss in ELA and mathematics for foster youth, English Learners, and low-income students, therefore promoting academic success for these students.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through increased GLAD training, increased ELD materials and supplies, maintaining Rosetta Stone, maintaining Field Trips/College field trips, conducting Kindergarten Orientation for the first time, Increasing elective/PE supplies, increasing maker supplies, and conducting summer school on an annual basis to remediate learning loss.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$945,107.76			\$407,255.41	\$1,352,363.17

Totals:	Total Personnel	Total Non-personnel
Totals:	\$797,805.48	\$554,557.69

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Project GLAD Training				\$1,000.00	\$1,000.00
1	2	All	Provide Credentialed Russian Teacher for World Language Program.	\$81,199.39				\$81,199.39
1	3	All	Provide Paraeducators to Assist with World Languages and ELD	\$181,785.98			\$24,520.76	\$206,306.74
1	4	English Learners	ELD Materials and Supplies				\$8,517.05	\$8,517.05
1	5	English Learners	Rosetta Stone (Licensing Software)				\$4,152.81	\$4,152.81
1	6	All	Student Assemblies	\$4,000.00				\$4,000.00
1	7	All	Provide K-5 Physical Education Paraprofessional	\$48,669.96				\$48,669.96
1	8	All	HeartZones Subscription	\$1,063.21				\$1,063.21
1	9	All	Provide Teacher Induction Program	\$15,269.56				\$15,269.56
1	10	All	Standards-Based ELA, Math, Science, and Social Studies Curriculum	\$105,000.00			\$112,799.00	\$217,799.00
1	11	All	English, Spanish and Russian Library Books	\$4,300.00				\$4,300.00
1	12	All	Subs for Teacher Release Days for Peer Observations and Coaching.	\$2,414.18				\$2,414.18
1	13	All	Online Supplemental Programs (Licensing Software)	\$26,950.00				\$26,950.00
1	14	All	Library Software					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	15	English Learners Foster Youth Low Income	Kindergarten Orientation	\$12,070.91				\$12,070.91
1	16	All	Technology Support Employee	\$4,616.18				\$4,616.18
1	17	English Learners Foster Youth Low Income	Field Trips/College Field Trips	\$13,500.00				\$13,500.00
1	18	All	Provide K-5 Elementary Art Paraprofessional	\$40,933.78				\$40,933.78
1	19	English Learners Foster Youth Low Income	Electives and Physical Education Supplies	\$17,780.90				\$17,780.90
1	20	English Learners Foster Youth Low Income	Supplies for "Maker" programs	\$1,000.00				\$1,000.00
1	21	All	Provide After School Program Gymnastics Paraprofessional				\$13,136.12	\$13,136.12
1	22	All	Supplies for After School Gymnastics	\$1,500.00				\$1,500.00
1	23	All	Instructional Materials for K-5 Spanish Program	\$1,000.00				\$1,000.00
2	1	All	Provide after school ELA and Math Support to Students					\$0.00
2	2	All	Purchase Intervention Curriculum					\$0.00
2	3	All	Provide after school music program to students					\$0.00
2	4	All	Provide PD for teachers regarding curriculum, CA standards, ELD, technology, writing and NGSS.				\$2,685.78	\$2,685.78
2	5	All	Purchase technology for students and staff	\$66,582.13				\$66,582.13
2	6	All	Provide outside consultants to facilitate CSI, coherence, and math training	\$4,900.00			\$70,000.00	\$74,900.00
2	7	All	Provide paraprofessional to support math and ELA intervention				\$48,780.37	\$48,780.37

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	All	Provide paraprofessionals to Support In-School Intervention/Extended Learning Time After School					\$0.00
2	9	All	Renaissance Learning					\$0.00
2	10	All	Student Achievement Data Tracking Software/Technology					\$0.00
2	11	All	Pearson Successmaker Software					\$0.00
2	12	English Learners Foster Youth Low Income	Provide Summer School Program					\$0.00
2	13	All	Maintain International Baccalaureate Coordinators for IB Program	\$193,523.01				\$193,523.01
2	14	All	Provide IB Coordinator Professional Learning				\$4,500.00	\$4,500.00
2	15	All	Provide International Baccalaureate Training				\$51,350.59	\$51,350.59
2	16	All	Purchase IB Materials for Teachers	\$5,400.00				\$5,400.00
2	17	All	Purchase IB Materials for Students	\$10,000.00				\$10,000.00
2	18	All	IB Fees, Dues and Membership	\$20,000.00				\$20,000.00
2	19	All	Purchase Managebac to manage IB programs	\$5,000.00				\$5,000.00
2	20	All	Provide substitutes for IB Release Days	\$5,397.54				\$5,397.54
3	1	All	Provide Parent Liaison				\$65,812.93	\$65,812.93
3	2	All	Provide Playground Assistant Positions	\$57,051.03				\$57,051.03
3	3	All	Staff PD regarding equity, social emotional learning, bully prevention.					\$0.00
3	4	All	Provide Capturing Kids Hearts Program					\$0.00
3	5	All	School Safety/Anti-Bullying Program Supplies	\$1,000.00				\$1,000.00
3	6	All	Provide Attendance Incentives	\$2,000.00				\$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	All	Supplies for School Meetings/Parent Involvement	\$4,200.00				\$4,200.00
3	8	All	Student Awards to Promote Academics/School Culture	\$2,000.00				\$2,000.00
3	9	All	Provide School Nurse, LVN, and nurse clerk					\$0.00
3	10	All	Staff Meeting Supplies for Professional Learning	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$44,351.81	\$58,021.67
LEA-wide Total:	\$44,351.81	\$58,021.67
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Project GLAD Training	LEA-wide	English Learners			\$1,000.00
1	4	ELD Materials and Supplies	LEA-wide	English Learners			\$8,517.05
1	5	Rosetta Stone (Licensing Software)	LEA-wide	English Learners			\$4,152.81
1	15	Kindergarten Orientation	LEA-wide	English Learners Foster Youth Low Income		\$12,070.91	\$12,070.91
1	17	Field Trips/College Field Trips	LEA-wide	English Learners Foster Youth Low Income		\$13,500.00	\$13,500.00
1	19	Electives and Physical Education Supplies	LEA-wide	English Learners Foster Youth Low Income		\$17,780.90	\$17,780.90
1	20	Supplies for "Maker" programs	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	\$1,000.00
2	12	Provide Summer School Program	LEA-wide	English Learners Foster Youth Low Income			\$0.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.