

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EPIC Charter School

CDS Code: 30 10306 0134239

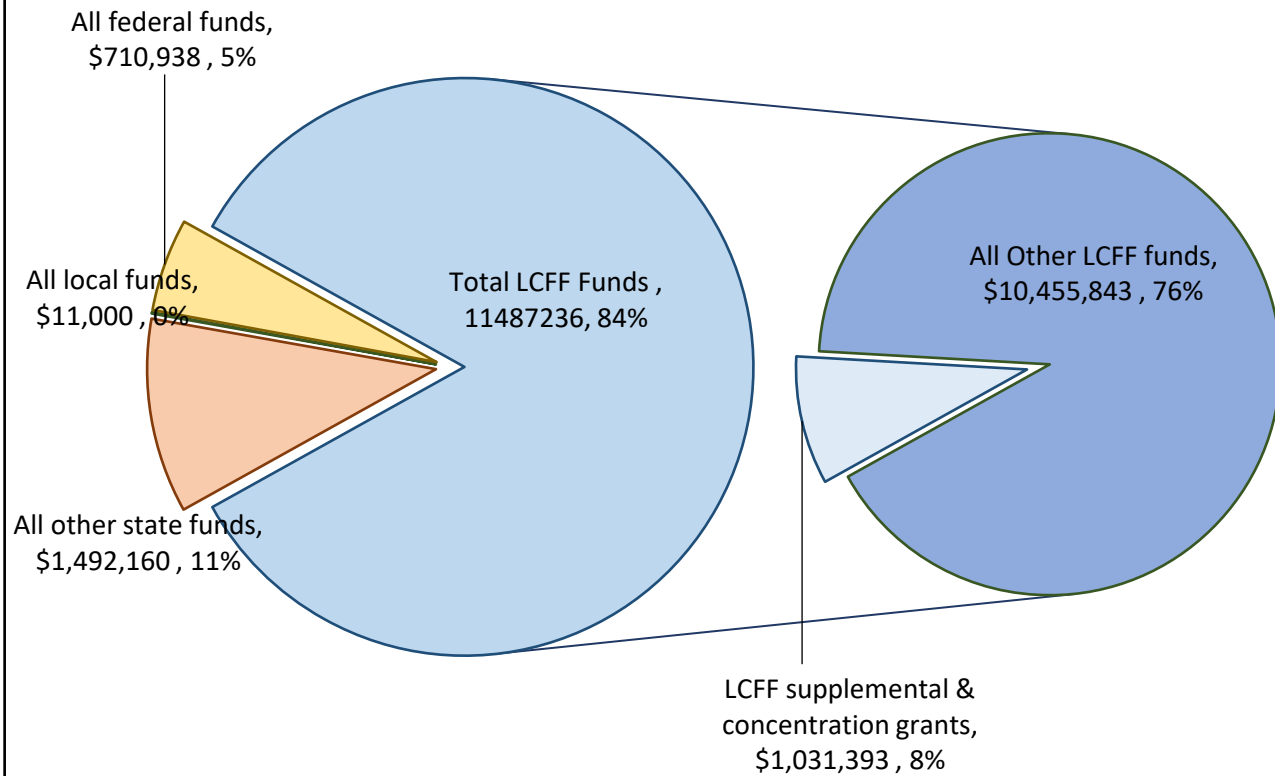
School Year: 2023-2024

LEA contact information: Paul MacGregor, paul.macgregor@epiccalifornia.org 657-220-1000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

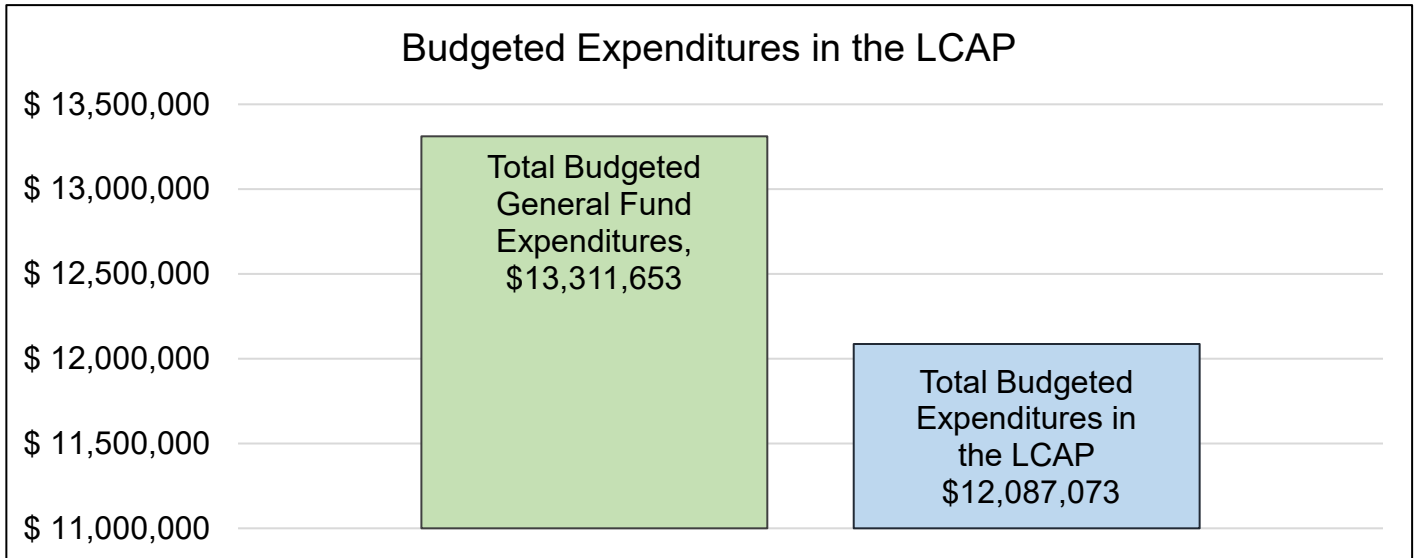


This chart shows the total general purpose revenue EPIC Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EPIC Charter School is \$13,701,334.00, of which \$11,487,236.00 is Local Control Funding Formula (LCFF), \$1,492,160.00 is other state funds, \$11,000.00 is local funds, and \$710,938.00 is federal funds. Of the \$11,487,236.00 in LCFF Funds, \$1,031,393.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much EPIC Charter School plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: EPIC Charter School plans to spend \$13,311,653.00 for the 2023-2024 school year. Of that amount, \$12,087,073.00 is tied to actions/services in the LCAP and \$1,224,580.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

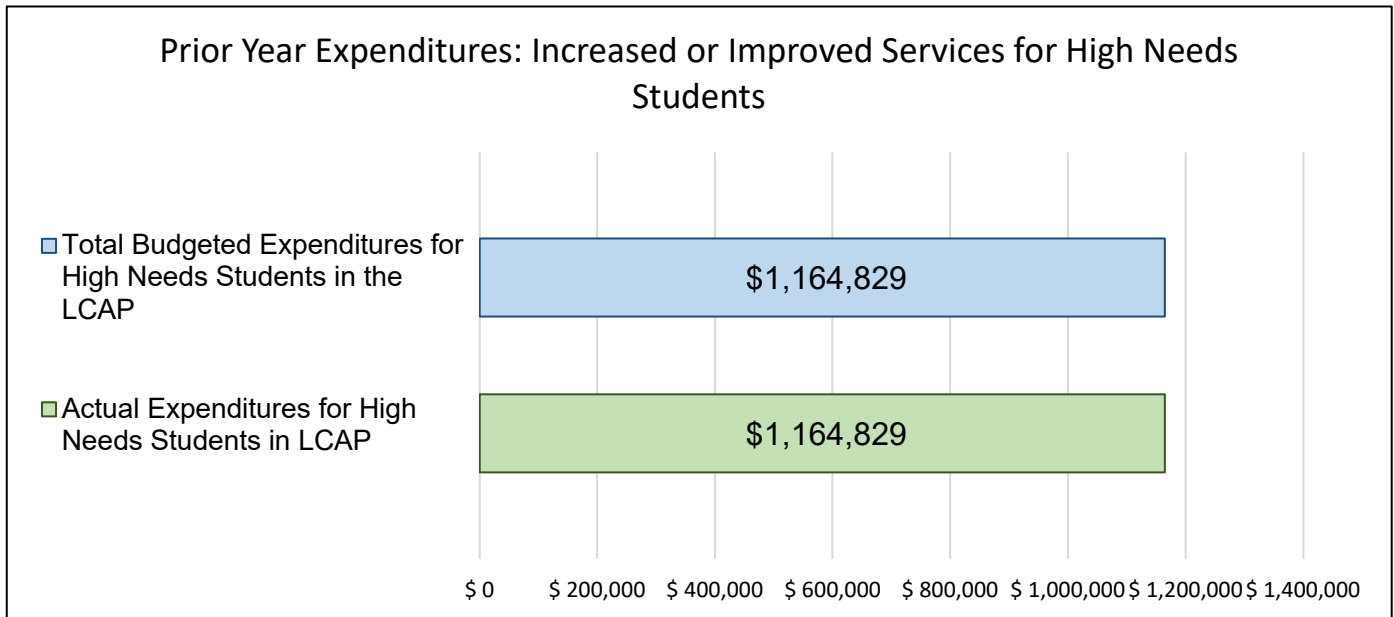
Compensation and related benefit costs for non-certificated staff, additional special education services, professional services, rent and facility costs, and general operational expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, EPIC Charter School is projecting it will receive \$1,031,393.00 based on the enrollment of foster youth, English learner, and low-income students. EPIC Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. EPIC Charter School plans to spend \$2,631,384.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023



This chart compares what EPIC Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what EPIC 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.

The text description of the above chart is as follows: In 2022-2023, EPIC Charter School's LCAP budgeted \$1,164,829.00 for planned actions to increase or improve services for high needs students. EPIC Charter School actually spent \$1,164,829.00 for actions to increase or improve services for high needs students in 2022-2023.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EPIC Charter (Excellence Performance Innovation Citizenship)	Paul MacGregor, Executive Director	paul.macgregor@epiccalifornia.org 657-220-1000

Plan Summary [2023-24]

General Information

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

EPIC Charter School (EPIC) was established in 2016 in Orange County as a non-classroom based independent study program to provide an option for families and students in need of creative education choices. EPIC's mission is *Fulfilling every student's individual potential by personalizing an educational plan that focuses on school and family partnership to achieve optimal student performance.*

EPIC is a direct funded charter school, authorized by the Orange County Board of Education, serving students in grades TK through 12. The school serves students enrolled from Orange, Los Angeles, San Bernardino, Riverside and San Diego counties. EPIC Charter School creates an individualized academic plan for each student based upon his or her education needs, talents, strengths, and areas for improvement. This approach supports individual development through a specially designed curriculum aligned with state and Common Core Standards, while engaging parents and students in learning and goal setting.

As of October 5, 2022 (CBEDS Information Day), 1,005 students are enrolled at EPIC. 35% TK-5th, 40% 6th-8th, and 25% 9th-12th. 36% of students are female and 64% are male. 39.4% are White, 19.9% Black or African American, 19.8% Hispanic or Latino, and 20.9% are classified in another race category. 42.4% are socio-economically disadvantaged, 16.4% have an IEP, and 5% are English Learners.

Reflections: Successes

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

EPIC is proud to be authorized by the Orange County Board of Education and received a five-year charter renewal through 2026. EPIC received a six-year WASC accreditation renewal through June 2028.

Highlights of successes EPIC achieved over the past LCAP cycle are:

- 2022 High School Graduation Rate increased to 71.1%
- EPIC exceeded the federal Smarter Balanced Summative Assessment (SBAC) participation rate requirement of 95% for the first time.
- Increased percentage of students who met or exceeded the standard for English Language Arts (ELA) proficiency from 36% to 44%.
- Increased percentage of students who met or exceeded the standard for Mathematics from 24% to 32%.
- 2022 English Learner (ELL) Progress on the state Dashboard indicated 44.4% of EPIC English Learners were making progress towards EL proficiency.

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.

The most significant areas of improvement based on the most recent CDE Dashboard for EPIC are in student outcomes in mathematics and English language arts, graduation rate, and chronic absenteeism. EPIC has taken steps to improve each of these outcomes by hiring experts associated to each area and setting school-wide goals to continue to improve these outcomes in 2023-24.

LCAP Highlights

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

A review of state and local indicators of student performance, the Dashboard, local assessments, and educational partner input identified the progress being made by EPIC Charter School. Key features of this year’s LCAP are:

- Increased teacher training, development, and job resource tools
- Improved implementation of English Language Learner development plans and support
- Increased state test participation for all student sub-groups
- Improved systems to support school connectivity for students and families
- Improved support and accountability for student attendance
- Improved systems and support for increased graduation rate and student college/career readiness

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.

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 CSI plan is developed by:

- Using data from the 2019 and 2022 California School Dashboard and other student level information
- Reviewing feedback from educational partners related to the problem of practice and root causes
- Creating action plans aligned with the requirements for CSI
- Include ongoing progress/implementation monitoring by EPIC identified staff

EPIC uses benchmark assessment results and core curriculum progress indicators to identify and develop interventions based on the results of the data. Additional professional development for staff is provided to assist in the supporting of students that require additional supports and resources. EPIC provides additional tutoring and support to those students identified.

EPIC identified any resource inequities by measuring the utilization of provided tutoring and supplemental education resources for identified students. If identified students were not participating in the support resources provided, EPIC teachers and administrators would assist in finding alternative resources and tutoring options that would better fit the student's learning environment and schedule. The school was able to find resources to overcome all inequities identified.

Monitoring and Evaluating Effectiveness

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

EPIC has established a CSI team that meets regularly to monitor and evaluate the implementation and effectiveness of the CSI plan. The team evaluates reports detailing progress toward actions and services identified in the CSI plan as well as the relevance of budgeted expenditures and continues to revise those as new data and information is available. EPIC evaluates the progress towards performance on expected outcomes and develops a comprehensive monitoring system that enables the CSI team to easily access student performance and improvement information.

EPIC will look at demographic factors, student outcomes, and process data in order to determine the effectiveness of the CSI plans actions and make adjustments to the plan as needed.

Engaging Educational Partners

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

EPIC Charter School consults with education partners as part of the process for creating the LCAP. Education partners include students, teachers, staff, parents, board members and community members. The timeline of educational partner engagement for the 2023-24 LCAP is as follows:

- July 2022 - EPIC staff survey
- August 15/16, 2022 – EPIC staff survey data review
- August/September 2022 – EPIC student/family engagement and feedback solicitation with supervising teachers
- October 26, 2022 – All EPIC staff data/feedback review and analysis session 1
- January 25, 2023 - All EPIC staff data/feedback review and analysis session 2
- March 29, 2023 - All EPIC staff data/feedback review and analysis session 3
- April 2023 – EPIC family and student survey
- April 12-14, 2023 – Executive leadership strategic planning and review

The EPIC Charter School board meets regularly and provides feedback and input to the Executive Director regarding content related to the LCAP. The board met on June 8 for a public hearing regarding the 2023-24 LCAP. The board approved the LCAP at the June 15 meeting for final adoption.

A summary of the feedback provided by specific educational partners.

The overall summary of EPIC's LCAP educational partners feedback is that educational partners are greatly satisfied with the school and support of students, families, and staff. 89.3% of families agreed that EPIC is preparing their student(s) to be proficient in the California State Standards. 94.7% of parents believe EPIC teachers care about their child and help them to be successful. 92.8% of parents believe EPIC is a positive learning environment for their child. Our LCAP survey results and teacher feedback showed that although EPIC is a non-classroom based school, families and students would like more opportunities for organized field trips to learn in the communities EPIC serves. Feedback also showed that more resources and support for A-G students and teachers would improve our outcomes for learners on the A-G track.

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

Educational partner input provided EPIC with our identified areas of focus, all of which promote student success. Student achievement and scholar/parent engagement/involvement were the top two areas of opportunity.

Goals and Actions

Goal

Goal #	Description
1	All EPIC students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will enable the students to achieve academically through personalized learning (including unduplicated student groups: English Language Learners, Foster Youth, and Low-Income students).

An explanation of why the LEA has developed this goal.

Students need a comprehensive guided strategy, from assessment to curriculum and instruction, that provides a rich environment in which to learn from kindergarten through high school graduation. EPIC must continue to ensure all available resources and programs are being effectively implemented to assist with student academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator (Priority 1-Basic Services) SARC	<p>A. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. Students have sufficient access to the standards aligned instructional materials.</p>	<p>A. 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. 100% of students have sufficient access to the standards aligned instructional materials.</p>	<p>A. 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. 100% of students have sufficient access to the standards aligned instructional materials.</p>		<p>A. 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.</p> <p>B. 100% of students have sufficient access to the standards aligned instructional materials.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: Math SBAC Assessment	2019 SBAC Math Results 24% of students met or exceeded proficiency	CAASPP was not administered during the 2020-21 school year due to the COVID-19 pandemic. EPIC used NWEA MAP for schoolwide assessment data.	2022 SBAC Math Results 32% of students met or exceeded proficiency		2023 SBAC Math Results 30% of students met or exceeded proficiency.
Pupil Achievement: ELA SBAC Assessment	2019 SBAC ELA Results 36% of students met or exceeded proficiency	CAASPP was not administered during the 2020-21 school year due to the COVID-19 pandemic. EPIC used NWEA MAP for schoolwide assessment data.	2022 SBAC ELA Results 44% of students met or exceeded proficiency		2023 SBAC ELA Results 45% of students met or exceeded proficiency.
Learning Assessments: NWEA Measure of Academic Performance (MAP)	91% of students completed a minimum of two MAP assessments during the 2019-20 school year.	97.1% of students completed a minimum of two MAP assessments during the 2020-21 school year.	97.1% of students completed a minimum of two MAP assessments during the 2021-22 school year.		95% of students will complete a minimum of two MAP assessments and demonstrate a year worth of growth in Math and English Language Arts

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of State Standards	Provide a sequence of professional development and activities supporting the implementation of state standards, that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (English Learners, Foster Youth, and Low-Income students).	\$3,708,393	N
2	Intervention	Increase access to extra support, materials, and learning opportunities for students identified in need.	\$851,334	Y

Action #	Title	Description	Total Funds	Contributing
3	English Language Supports	Provide teachers with support for implementation of English Language Development standards.	\$148,920	Y
4	Reclassified Fluent English Proficient (RFEP) Support	Continue to provide support in monitoring the progress of reclassified English proficient students through personnel, academic programs, and data analysis.	\$118,320	Y
5	Individualized Learning Plans (ILPs)	Every student will be assigned a supervising teacher that will meet with the student and parent at least once every 20 school days to develop and monitor the student's Individualized Learning Plan. The plan will be built around the student's needs and will be monitored throughout the school year as needed.	\$2,133,734	N
6	Technology Availability	EPIC will make sure that any student that needs a Chromebook or internet for curriculum and assessment access will be provided with the technology at no cost.	\$566,202	N
7	Students with IEPs	Students with IEPs participate in general education to the maximum extent possible. Education needs are driven by IEP goals for each special education student.	\$1,688,870	N

Goal Analysis [2022-23]

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

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

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these actions.

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

EPIC budgeted \$855,000 for student intervention support, materials, and learning opportunities for students identified in need. \$487,386 was spent. The difference is attributed to a decrease in enrollment from original projections and deferment of various program activations until the 2023-24 school year.

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

The specific actions identified were very effective in making progress towards Goal 1. EPIC completed an in-depth analysis of all core curricula offered and eliminated any curricula that did not thoroughly map directly to California state standards. EPIC provided Chromebooks,

iPads, and internet access to any student that needed technology devices. EPIC enhanced the student services team in 2022-23 to ensure IEP goals were accurately identified and related services were provided to effectively assist students with IEPs in accomplishing their goals.

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.

After analyzing this goal EPIC is not making any significant changes to this goal for this coming year. This goal continues to be strong and addresses an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. A new action (Action # 8) was created to support the goal. EPIC believes we need more than one year on current metrics to truly see a pattern on how the school is performing.

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

Goals and Actions

Goal

Goal #	Description
2	Develop and improve systems to support school connectivity, participation, and communication.

An explanation of why the LEA has developed this goal.

In addressing State Priorities 3, 5, and 6, EPIC must ensure that students and families have comprehensive information about, and access to, all EPIC programs and services and that students and families participate fully in a robust education program that engages and prepares students for academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	90.11% attendance rate achieved in 2019-20.	91.12% attendance rate achieved through May 13, 2022.	91.2% attendance rate achieved through May 5, 2023.		Improve attendance percentage year over year.
Chronic Absenteeism	27.6% Chronic Absenteeism rate from 2019 CDE Dashboard.	2021-22 Chronic Absenteeism rate not available until January 2023. Rate decreased to 27.1% in 2020-21.	2022-23 Chronic Absenteeism rate not available until January 2023. Rate decreased to 22% in 2021-22.		Decrease Chronic Absenteeism by 2% each year.
Parent Survey	Baseline to be established in 2021-22	79 parents responded to the 2021-22 survey.	56 parents responded to the 2022-23 survey.		Improve participation in parent survey by 3% each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Compliance	EPIC will hire a full-time attendance and compliance specialist to assist teachers with family/student engagement and attendance compliance support.	\$108,120	Y

Action #	Title	Description	Total Funds	Contributing
2	Student Information System and the Parent Portal	EPIC will continue to implement the expanded features of School Pathways with an emphasis on increasing the parent portal usage to communicate with students and their parents/guardians/caregivers.	\$76,500	N
3	Community Coordinator	EPIC will hire a full-time community coordinator to make sure all EPIC key educational partners have opportunities to engage in school events, growth, and governance.	\$64,260	Y
4	Social Emotional Learning and Development	Analyze and support school-wide Social and Emotional Learning and Development (SELD) implementation to reduce absences and school withdrawals.	\$387,600	Y
5	School Communication	Write and distribute monthly newsletter to include school news, field trip schedule, academic counselor information, and monthly update from the Principal and/or Executive Director. Develop and manage a robust social media communication plan.	\$168,300	N
6	Educational Partners Engagement	Develop, as needed, advisory groups and opportunities for educational partners engagement. Existing and future advisory groups include: School Site Council, English Learner Advisory Council, LCAP Input, county community impact and involvement, and education related extracurricular activity.	\$56,100	Y

Goal Analysis [2022-23]

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

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

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these actions.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The specific actions identified were very effective in making progress towards Goal 2. EPIC hired a Community Coordinator as offered monthly field trip opportunities to EPIC students, including the first ever overnight science camp for the school. EPIC's new attendance and compliance coordinator assisted EPIC teachers with student re-engagement to increase the school's overall attendance percentage.

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.

After analyzing this goal EPIC is not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and addresses an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. EPIC believes we need more than one year on current metrics to truly see a pattern on how the school is performing.

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

Goals and Actions

Goal

Goal #	Description
3	Students will be prepared to attend college or begin a career after graduating from EPIC Charter School.

An explanation of why the LEA has developed this goal.

Most high school students that transfer into EPIC between grades 10-12 are too far behind in credits to graduate with an A-G diploma. The students that should be juniors or higher are almost all at least one year behind grade level in credits. Even though students that come to EPIC from another school typically have a lot of scholastic ground to make up, EPIC works extremely hard with all students to ensure academic success and an opportunity to graduate. EPIC is committed to improving the guidance, support, and resources our high school students receive to ensure college/career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	40.3% on 2021 CDE Dashboard.	71.1% on 2022 CDE Dashboard.	Data not yet available.		Increase by 3% each year.
College/Career Readiness	Red status on 2019 CDE Dashboard.	No College/Career Readiness CDE Dashboard indicator for 2020-21.	No College/Career Readiness CDE Dashboard indicator for 2021-22.		Increase by 3% each year.
Percentage of Students Taking A-G Courses	14% of students enrolled on the A-G graduation track in 2020-21.	25% of students enrolled on the A-G graduation track in 2021-22.	23% of students enrolled on the A-G graduation track in 2022-23.		Students enrolled on the A-G graduation track increased by 2% each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	High School Intervention Program	Provide an intervention program for at-promise students.	\$898,620	Y

Action #	Title	Description	Total Funds	Contributing
2	Student 4-Year Post-Secondary Planning	EPIC will review and revise the student 4-year academic planning process.	\$96,900	N
3	A-G Coursework	EPIC will ensure all students have access to a-g approved courses.	\$178,500	N
4	Family College Awareness/Preparation	EPIC will provide student and parent training on a-g requirements, going to college, completing a college and career application, applying for scholarships, and general college entrance exam information. EPIC will encourage all seniors to apply to a college, university, career-based training institution, or military branch.	\$61,200	N
5	Staff Development	Professional development opportunities will be provided to EPIC staff in relations to student college/career readiness.	\$212,160	Y
6	Progress Monitoring	EPIC will improve progress monitoring reports, processes, and analyzation and provide swift interventions when areas of opportunity are presented.	\$534,480	Y
7	College and Career Fairs	EPIC will host at least one college and one career fair each year for students to attend.	\$28,560	N

Goal Analysis [2022-23]

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

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

Through a collaborative process with our educational partners, it was determined that there was no substantive difference in what was planned for actions and services and the implementation of these actions.

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

EPIC budgeted \$60,000 for family college awareness/preparation and spent \$16,000. EPIC was able to engage with families about college and career readiness utilizing online methods that did not cost as much as was initially anticipated. EPIC budgeted \$28,000 to plan and host in-person college and career fairs for high school students and families. EPIC continued with online college and career information events in 2022-23 but plans on hosting in-person events during the 2023-24 school year.

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

The specific actions identified were very effective in making progress towards Goal 3. EPIC increased the graduation rate to 71.1%.

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.

After analyzing this goal EPIC is not making any significant changes to this goal or the associated actions for this coming year. This goal continues to be strong and addresses an ongoing need identified by our educational partners. Our metrics continue to be accurate representations of working towards our goals. EPIC believes we need more than one year on current metrics to truly see a pattern on how the school is performing.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,031,393	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.87%	0%	\$0	9.87%

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

Required Descriptions

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

At EPIC Charter School, using our 2022 Dashboard (information from CBEDS Information Day 2021), 50.7% of our students are socioeconomically disadvantaged, 14% are students with disabilities, 2.9% are English Language learners, 2.6% are homeless youth, and less than 1% are foster youth. To address our identified subgroups' needs in 2023-24, Goal 1 Action 1 was developed to provide a standards-based core academic curriculum and support to students in identified subgroups. It is principally directed towards meeting the needs of unduplicated students by providing additional funding and resources to help unduplicated students receive academic support such as supplemental curriculum intervention tutoring and access to staff specialists such as an EL coordinator, mental health counselor, or homeless liaison. These actions are being provided on a school-wide basis as we anticipate that all students can benefit from mental health support and additional academic intervention. In addition, in our independent study model of education, the parents play a key role as the in-home support resource. We find that our unduplicated students often have less support in the home. Therefore Goal 1 Action 2 is designed to provide extra support to offset that. Given the ongoing need to support teachers and parents on the curriculum choices available, Goal 1 Action 5 was developed to increase student services to identified subgroups. It is principally directed towards meeting all our students' goals, including our unduplicated students, by allowing them to purchase a personalized curriculum to their learning style and needs. This action step includes both materials/supplies and staff to support unduplicated students with recommendations on curriculum and to facilitate curriculum use. Teachers monitor all students' progress and can make changes if a student is not finding success with their current

curriculum. Goal 1 Action 6 provides all students, especially our unduplicated population, the opportunity to have access to a computer and internet in order to attend non-classroom based school daily.

Actions have been thoughtfully crafted to consider the unique needs of foster youth, English learners, and students who are low income. With increased resources staff utilized this framework in crafting the goals and actions to ensure these groups of students were considered first when developing the actions. The actions are strategically aligned to emerging research and evidence-based practices in supporting students as well as the application of improvement science in developing a responsive system that will adapt to the emerging needs of students as local, and state data continue to inform the direction of the planning and improvement process of the school.

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

Anticipated supplemental funds will be used on a school wide basis to improve skills and academic success for unduplicated pupils through the following actions: Implementation of a more thorough intervention program for all students working one or more years below their designated grade level. Creation of intervention plans to supplement instruction and fill skill gaps. Those plans may include; differentiated curriculum, one on one tutoring with the assigned teacher, tutoring and instruction with the appropriate specialists (reading, math, writing), and online instruction programs.

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

N/A		
Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	N/A
Staff-to-student ratio of certificated staff providing direct services to students	19.4	N/A

2023-2024 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 9,907,967	\$ 1,471,562	\$ -	\$ 707,544	12,087,073	\$ 7,903,435	\$ 4,183,638

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implementation of State Standards	All	\$ 3,585,324	\$ 102,204	\$ -	\$ 20,865	\$ 3,708,393
1	2	Intervention	All	\$ 851,334	\$ -	\$ -	\$ -	\$ 851,334
1	3	English Language Supports	English Learners	\$ 57,031	\$ 91,889	\$ -	\$ -	\$ 148,920
1	4	Reclassified Fluent English Proficient Support	English Learners	\$ 26,320	\$ 92,000	\$ -	\$ -	\$ 118,320
1	5	Individulized Learning Plans (ILPs)	All	\$ 1,940,062	\$ -	\$ -	\$ 193,672	\$ 2,133,734
1	6	Technology Availability	All	\$ 566,202	\$ -	\$ -	\$ -	\$ 566,202
1	7	Students with IEPs	Students with Disabilities	\$ 575,035	\$ 911,205	\$ -	\$ 202,630	\$ 1,688,870
2	1	Attendance and Compliance	All	\$ 108,120	\$ -	\$ -	\$ -	\$ 108,120
2	2	Student Information System and the Parent Portal	All	\$ 76,500	\$ -	\$ -	\$ -	\$ 76,500
2	3	Community Coordinator	All	\$ 64,260	\$ -	\$ -	\$ -	\$ 64,260
2	4	Social Emotional Learning and Development	All	\$ 113,336	\$ 274,264	\$ -	\$ -	\$ 387,600
2	5	School Communication	All	\$ 168,300	\$ -	\$ -	\$ -	\$ 168,300
2	6	Stakeholder Engagement	All	\$ 56,100	\$ -	\$ -	\$ -	\$ 56,100
3	1	High School Intervention Program	All	\$ 608,243	\$ -	\$ -	\$ 290,377	\$ 898,620
3	2	Student 4-Year Post-Secondary Planning	All	\$ 96,900	\$ -	\$ -	\$ -	\$ 96,900
3	3	A-G Coursework	All	\$ 178,500	\$ -	\$ -	\$ -	\$ 178,500
3	4	Family College Awareness/Preparation	All	\$ 61,200	\$ -	\$ -	\$ -	\$ 61,200
3	5	Staff Development	All	\$ 212,160	\$ -	\$ -	\$ -	\$ 212,160
3	6	Progress Monitoring	All	\$ 534,480	\$ -	\$ -	\$ -	\$ 534,480
3	7	College And Career Fairs	All	\$ 28,560	\$ -	\$ -	\$ -	\$ 28,560

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 10,254,768	\$ 1,012,080	9.87%	0.00%	9.87%	\$ 2,631,384	100.00%	125.66%	Total:	\$ 2,631,384
								LEA-wide Total:	\$ 2,631,384
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Implementation of State Standards	No	LEA-wide		All	\$ -	0.00%
1	2	Intervention	Yes	LEA-wide	English Learner Foster Youth Low Income	All	\$ 851,334	32.35%
1	3	English Language Supports	Yes	LEA-wide	English Learners	All	\$ 57,031	2.17%
1	4	Reclassified Fluent English Proficient Support	Yes	LEA-wide	English Learners	All	\$ 26,320	1.00%
1	5	Individulized Learning Plans (ILPs)	No	LEA-wide		All	\$ -	0.00%
1	6	Technology Availability	No	LEA-wide		All	\$ -	0.00%
1	7	Students with IEPs	No	LEA-wide		All	\$ -	0.00%
2	1	Attendance and Compliance	Yes	LEA-wide	English Learner Foster Youth	All	\$ 108,120	4.11%
2	2	Student Information System and the Parent Portal	No	LEA-wide		All	\$ -	0.00%
2	3	Community Coordinator	Yes	LEA-wide	English Learner Foster Youth	All	\$ 64,260	2.44%
2	4	Social Emotional Learning and Development	Yes	LEA-wide	English Learner Foster Youth	All	\$ 113,336	4.31%
2	5	School Communication	No	LEA-wide		All	\$ -	0.00%
2	6	Stakeholder Engagement	Yes	LEA-wide	English Learner Foster Youth	All	\$ 56,100	2.13%
3	1	High School Intervention Program	Yes	LEA-wide	English Learner Foster Youth	All	\$ 608,243	23.11%
3	2	Student 4-Year Post-Secondary Planning	No	LEA-wide		All	\$ -	0.00%
3	3	A-G Coursework	No	LEA-wide		All	\$ -	0.00%
3	4	Family College Awareness/Preparation	No	LEA-wide		All	\$ -	0.00%
3	5	Staff Development	Yes	LEA-wide	English Learner Foster Youth	All	\$ 212,160	8.06%
3	6	Progress Monitoring	Yes	LEA-wide	English Learner Foster Youth	All	\$ 534,480	20.31%
3	7	College And Career Fairs	No	LEA-wide		All	\$ -	0.00%

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 12,293,100.00	\$ 10,544,601.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implementation of State Standards	No	\$ 3,252,000	\$ 2,758,011
1	2	Intervention	Yes	\$ 855,000	\$ 487,386
1	3	English Language Supports	Yes	\$ 146,000	\$ 115,560
1	4	Reclassified Fluent English Proficient Support	Yes	\$ 116,000	\$ 78,761
1	5	Individualized Learning Plans (ILPs)	No	\$ 2,600,000	\$ 2,296,567
1	6	Technology Availability	No	\$ 555,100	\$ 517,711
1	7	Students with IEPs	No	\$ 1,954,000	\$ 1,806,688
2	1	Attendance and Compliance	Yes	\$ 106,000	\$ 106,000
2	2	Student Information System and the Parent Portal	No	\$ 75,000	\$ 75,000
2	3	Community Coordinator	Yes	\$ 63,000	\$ 60,328
2	4	Social Emotional Learning and Development	Yes	\$ 380,000	\$ 303,993
2	5	School Communication	No	\$ 165,000	\$ 165,000
2	6	Stakeholder Engagement	Yes	\$ 55,000	\$ 55,000
3	1	High School Intervention Program	Yes	\$ 881,000	\$ 700,595
3	2	Student 4-Year Post-Secondary Planning	No	\$ 95,000	\$ 95,000
3	3	A-G Coursework	No	\$ 175,000	\$ 175,000
3	4	Family College Awareness/Preparation	No	\$ 60,000	\$ 16,000
3	5	Staff Development	Yes	\$ 208,000	\$ 208,000
3	6	Progress Monitoring	Yes	\$ 524,000	\$ 524,000
3	7	College And Career Fairs	No	\$ 28,000	\$ -

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,012,080	\$ 2,631,384	\$ -	\$ 2,631,384	100.00%	0.00%	-100.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services
1	1	Implementation of State Standards	No	\$ -	\$ -	0.00%
1	2	Intervention	Yes	\$ 851,334		32.35%
1	3	English Language Supports	Yes	\$ 57,031		2.17%
1	4	Reclassified Fluent English Proficient Support	Yes	\$ 26,320		1.00%
1	5	Individulized Learning Plans (ILPs)	No	\$ -	\$ -	0.00%
1	6	Technology Availability	No	\$ -	\$ -	0.00%
1	7	Students with IEPs	No	\$ -	\$ -	0.00%
2	1	Attendance and Compliance	Yes	\$ 108,120		4.11%
2	2	Student Information System and the Parent Portal	No	\$ -	\$ -	0.00%
2	3	Community Coordinator	Yes	\$ 64,260		2.44%
2	4	Social Emotional Learning and Development	Yes	\$ 113,336		4.31%
2	5	School Communication	No	\$ -	\$ -	0.00%
2	6	Stakeholder Engagement	Yes	\$ 56,100		2.13%
3	1	High School Intervention Program	Yes	\$ 608,243		23.11%
3	2	Student 4-Year Post-Secondary Planning	No	\$ -	\$ -	0.00%
3	3	A-G Coursework	No	\$ -	\$ -	0.00%
3	4	Family College Awareness/Preparation	No	\$ -	\$ -	0.00%
3	5	Staff Development	Yes	\$ 212,160		8.06%
3	6	Progress Monitoring	Yes	\$ 534,480		20.31%
3	7	College And Career Fairs	No	\$ -	\$ -	0.00%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 10,254,768	\$ 1,012,080	0.00%	9.87%	\$ -	0.00%	0.00%	\$ 1,012,080.00	9.87%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

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

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews

the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

EPIC Charter

CDS code:

30 10306 0134239

Link to the LCAP:

(optional)

[Provide link.]

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title I, Part D
Title II, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our strategy for using federal funds is to directly support our LCAP Goals and Action Steps to meet the needs of our most at-risk students. Our LCAP priorities are: Goal 1 – All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will enable the students to achieve academically through personalized learning (including unduplicated student groups: English Language Learners, Foster Youth, and Low-Income students). Goal 2 – EPIC will develop and improve systems to support school connectivity, participation, and communication. Goal 3 – EPIC Students will be prepared to attend college or begin a career after graduating from EPIC Charter School.

Upon reviewing our school's dashboard, our educational partners felt strongly about continuing to use LCFF and federal funds to focus on expanding our core curriculum academic support and providing targeted assistance to identified subgroups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged and Students with Disabilities) in ELA and Math. Using federal funds, we seek to increase student participation and interest in math and ELA. A majority of our federal funding goes to support new staff positions that supplement, not supplant targeted academic supports and interventions for our identified subgroups of students. We will do this by broadening our analysis of our assessment data and school performance reports and using our new staff positions to support our teachers and students. We will provide staff development for both general education and special education teachers on a variety of topics including but not limited to ELA and Math intervention strategies, online and print supplemental curriculum, assessing baselines for IEPs, progress monitoring, etc. We also have an additional focus on the Student Study Team (SST) process as a way to ensure our child find obligations are being met. Data meetings will be held between teachers and their supervisors to review and discuss low-performing students. Furthermore, we will also increase support for our EL students by staffing an EL program specialist.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure the activities funded by state, local and federal funds align, all of the programs are developed to support our three LCAP goals and our school mission. Specifically, the programs funded by federal funds align to our identified priority areas in our LCAP and by providing targeted assistance to identified subgroups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities). We will focus on expanding our core academic support and providing targeted support to identified subgroups in ELA and Math (LCAP Goal 1) through direct instruction and tutoring support. We will continue to staff positions that directly support high school students and train all certificated staff on topics related to student success in high school (LCAP Goal 3).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

EPIC Charter School's personalized learning approach has a strong emphasis on learning differentiation by supporting different learning styles, individualization by adjusting the learning pace, and personalization by matching educational opportunities to each learner's interests. This permits a high level of engagement, as well as a learning environment in which the academic needs of all scholars are met.

- (B) identifying students who may be at risk for academic failure;

Academic progress is carefully monitored in English Language Arts, English Language Development (English learners only), and Mathematics. Ongoing formative assessments correlated with the Common Core State Standards occur for English Language Arts and Mathematics. Summative and formative assessments are administered to measure results. For English learners, scholars' progress will be tracked based on the English Language Development Standards, as well as an analysis of their progress using the new state measure, the ELPAC. Through the composite of these various assessment measures, as well as informal assessments, the early identification of scholars who may be at risk for academic failure occurs.

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

EPIC Charter School implemented a Response to Intervention (RTI2) approach to identify students who require additional educational assistance. Qualified teachers provide additional educational instruction to identified students as well as coordinate extra tutoring opportunities.

- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

EPIC Charter School will continue to use assessments, such as NWEA MAP and the ELPAC, to identify areas of opportunities for English Learners and other unduplicated student population. The results of these assessments are used to determine a

personalized learning and development plan for the student to ensure they have a roadmap to mastering state standards.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

EPIC Charter School provides development opportunities for educators to improve their skill sets in relation to differentiated, individualized, and personalized support of scholars as well as enhancing their instructional pedagogy across the curriculum. Professional development is provided through synchronous and asynchronous training modules via EPIC University, the school's internal professional development learning management system and library. Professional development is also provided at quarterly professional learning community events and monthly team meetings.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EPIC Charter School will provide on-going academic coaching by a fully qualified professional. Additionally, EPIC will provide job-embedded and event based English language development professional development to all teachers. EPIC will make all efforts to hire fully qualified and experienced teachers through our developed recruiting and hiring processes.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EPIC Charter School provides translation support for teachers as a strategy to encourage parent and family engagement. Additionally, EPIC will continue with its online communication system in an effort to keep families involved and informed of the school activities and educational opportunities.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EPIC Charter School identifies and supports students in need of targeted assistance through various ways: data retrieved both from NWEA MAP assessment, SBAC tests, teacher and family input, special education personnel services (where necessary), and the work of the CMO instructional support team. School-wide strategies include identified interventions, additional learning coaches, CCSS aligned curriculum and resources, and professional development aligned with internalizing and collaborating on lessons.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

EPIC Charter School has a designated homeless liaison that assists with the coordination of homeless resources and education for EPIC teachers. The homeless liaison attends the trainings provided by the Orange County Department of Education.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EPIC Charter School has a personalized approach to student transition education. The student's supervising teacher meets with the parent/guardian and student to discuss their personal development path and what to expect and plan for in the coming school year. For high school students and eighth graders transitioning to high school, the graduate support manager works with the student and families to create a graduation plan based on the students post-high school goals.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond and enrich them academically.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additions relative to what has been described.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EPIC Charter School provides professional growth and development in a number of ways, depending on the teacher/staff member and their relative experience and effectiveness level. EPIC has monthly professional development focused on teaching strategies, academic content, and data analysis – based on the professional scope and sequence. Based on employee goals, individual plans for improvement and development are created. A dedicated Director of Teacher Development works with all teachers to ensure they understand and are progressing through their personalized development plan. The Director of Teacher Development is available to answer any questions a teacher has and connect them to the appropriate resource for assistance.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Using student and school data, as well as data associated with the CAASPP and ELPAC, staff members will identify teaching/learning areas of strength and challenges within each grade level and across the school. This analyzed data will be the focus of all professional development.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The actions and services described in LCAP Goal 1 describe how the school will support activities and programs for the unduplicated student population. EPIC provides access to a computer and internet access for any student that needs it. We evaluate the effectiveness of our programs by monitoring the academic progress of our at-risk students (those who are at least 1 grade level below their peers on State or local assessments) and ensuring that they are making academic growth, and if not, that there is a plan to either change the intervention strategy, add additional supports, or assess for special education.