

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Audeo Charter School
CDS code:	37-68338-3731395
LEA contact information:	Veronica Ballman ph: (858) 678-2056 email: vballman@audeocharterschool.net
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF funds	\$ 6,474,136
LCFF supplemental & concentration grants	\$ 887,157
All other state funds	\$ 895,443
All local funds	\$ 45,000
All federal funds	\$ 389,673
Total Projected Revenue	\$ 7,804,252

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 7,453,062
Total Budgeted Expenditures in LCAP	\$ 5,790,648
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 887,157
Expenditures not in the LCAP	\$ 1,662,414

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 720,955
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 865,657

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	The budgeted expenditures that are not included in the LCAP are salaries of administrative staff, maintenance services, specialized therapy services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School

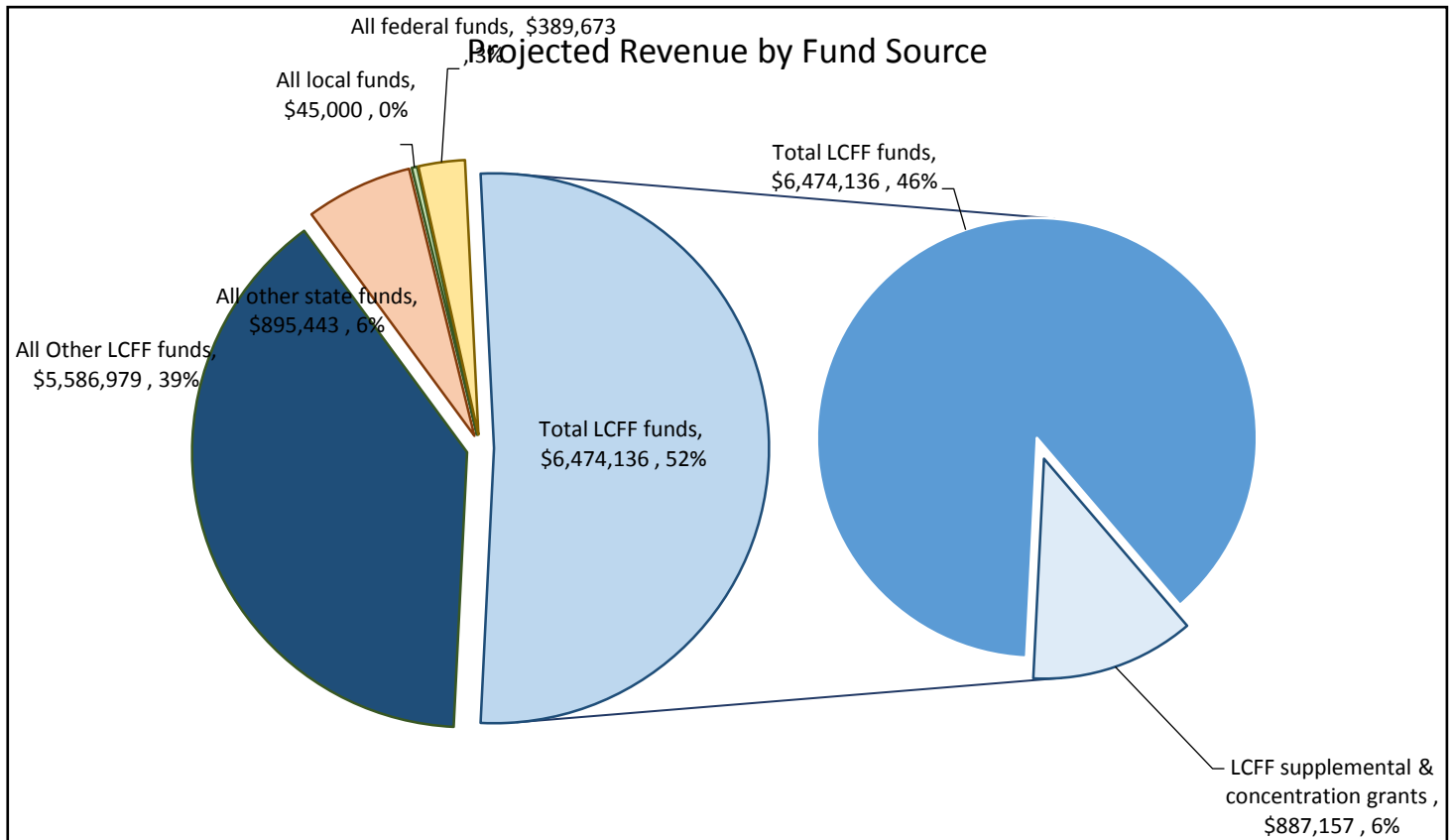
CDS Code: 37-68338-3731395

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Veronica Ballman ph: (858) 678-2056 email: vballman@audeocharterschool.net

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 2019-20 LCAP Year

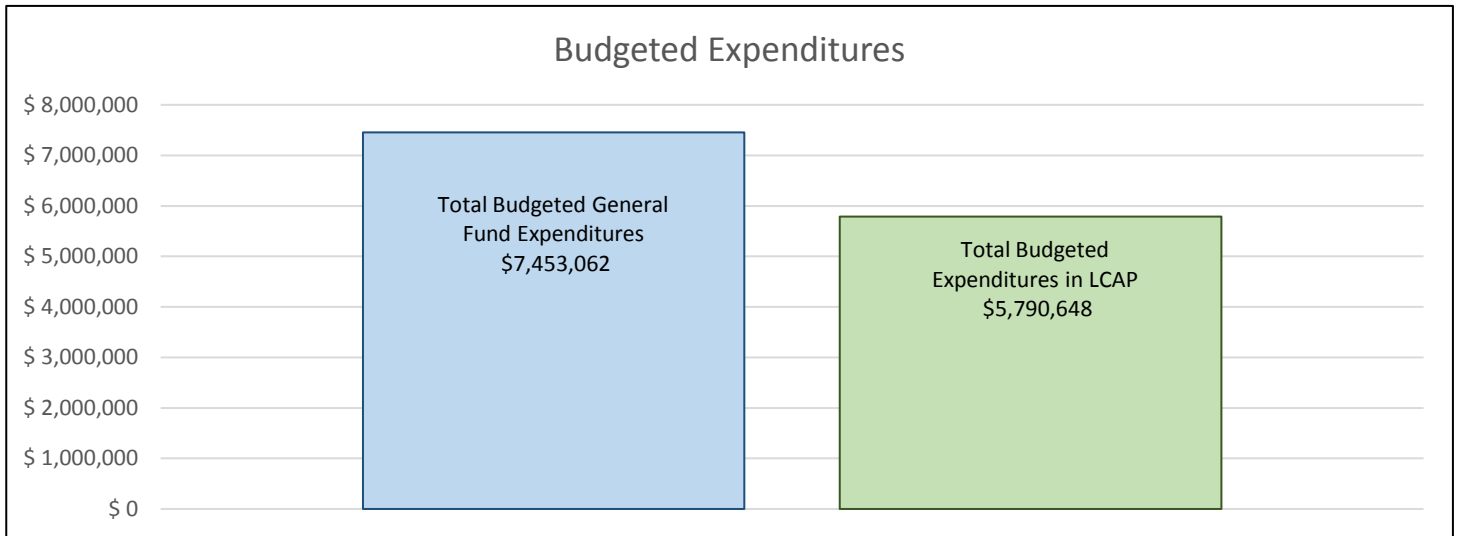


This chart shows the total general purpose revenue Audeo Charter School expects to receive in the coming year from all sources.

The total revenue projected for Audeo Charter School is \$7,804,252.00, of which \$6,474,136.00 is Local Control Funding Formula (LCFF), \$895,443.00 is other state funds, \$45,000.00 is local funds, and \$389,673.00 is federal funds. Of the \$6,474,136.00 in LCFF Funds, \$887,157.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Audeo Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Audeo Charter School plans to spend \$7,453,062.00 for the 2019-20 school year. Of that amount, \$5,790,648.00 is tied to actions/services in the LCAP and \$1,662,414.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

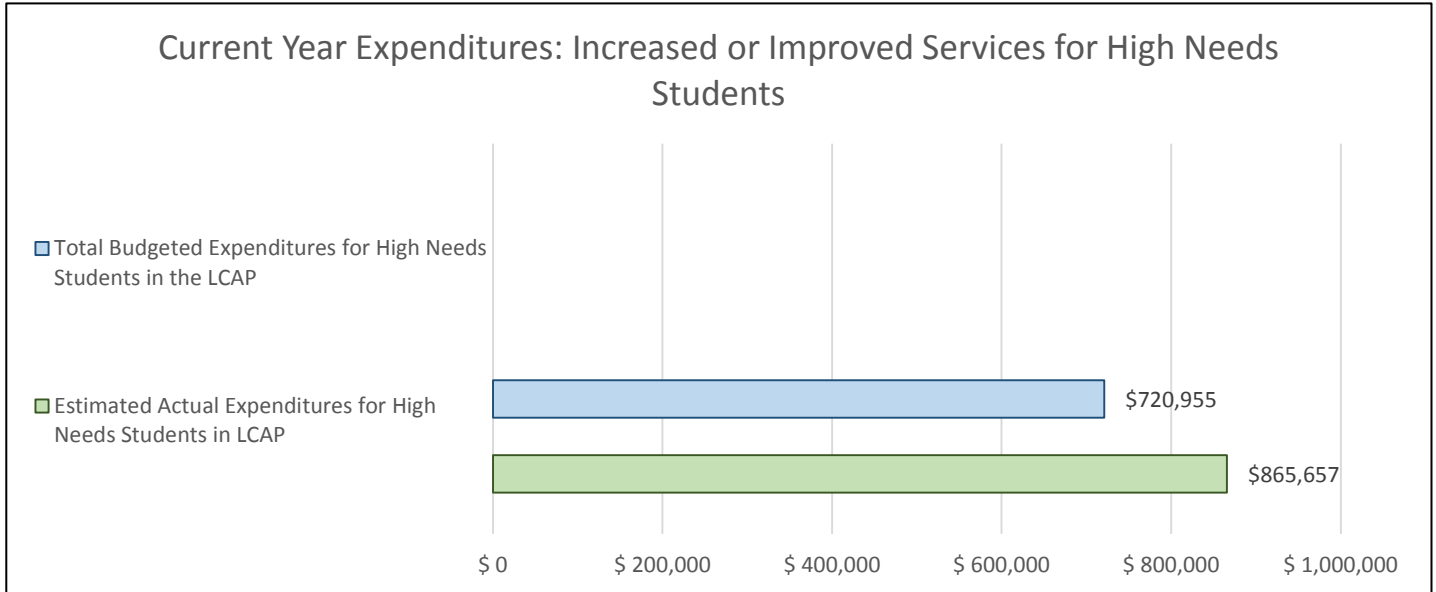
The budgeted expenditures that are not included in the LCAP are salaries of administrative staff, maintenance services, specialized therapy services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Audeo Charter School is projecting it will receive \$887,157.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Audeo Charter School plans to spend \$887,157.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Audeo 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 Audeo Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Audeo Charter School's LCAP budgeted \$720,955.00 for planned actions to increase or improve services for high needs students. Audeo Charter School estimates that it will actually spend \$865,657.00 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

LCFF Budget Overview for Parents Data Entry Instructions

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming LCAP Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.
- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.
- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

LCFF Budget Overview for Parents Data Entry Instructions

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Audeo Charter School

Veronica Ballman, School
Coordinator

vballman@audeocharterschool.net

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Since 2001, Audeo Charter School (Audeo) has offered a free public school option to students in 6th-12th grades who are seeking an alternative learning experience to the traditional school setting. In 2015, Audeo expanded its grade levels to begin offering a homeschool program for students in grades k-5. Repeatedly recognized for a quality instructional program, high-caliber teaching, and strong operational performance, Audeo seeks to redefine how teachers teach and students learn. Our standards and expectations are high as we prepare our students for the future. Together—teacher, parent, and student—we can guide our students toward a successful future. At Audeo, our independent study and homeschooling model teaches our students to be self-motivated, self-disciplined, and accountable. Our teachers actively engage and support our students along the way, providing enrichment and one-on-one tutoring as needed. Audeo offers students an alternative to the traditional school setting. Our Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, and our flexible scheduling and around-the-year calendar better serves our students. Through an academically rigorous curriculum, Audeo students study one or two subjects/courses at a time. Our goal for every student is their mastery of state standards, as well as successful transition from high school to their post-secondary choice. This mastery and successful transition is accomplished through our understanding that every student is unique in their quest for college and career readiness! Whether their goal is to attend college or enter the workforce, Audeo students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams. Audeo teachers work closely with every student to understand, identify, and establish a course of plan for their post-high school pathway of four-year college, community college, career readiness, or military service. It is only through a successful transition from high school, that we consider ourselves successful in transforming lives!

Audeo is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. Audeo served a 71 % of high-risk student groups in 2017-18. The high-risk groups include the following:

- Expelled students
- Student suspended more than 10 days in one school year
- Wards of the Court or dependents of the court
- Pregnant and/or Parenting students
- Recovered Dropouts
- Habitually Truant
- Students retained more than once during grades K-8
- Students who are credit deficient
- Students with a gap in enrollment
- Students with high level transiency
- Foster Youth
- Homeless Youth

Audeo has received continued support from the San Diego Unified School District Board of Education. The SDUSD Board of Education has unanimously renewed the charter every five years since 2001. In addition, the school has received several six-year terms of accreditation from the Western Association of Schools and Colleges (WASC). Currently Audeo is accredited with a coveted and rarely given six-year clear term. Despite having students enter Audeo on average 2 grade levels behind in reading and 3 grade levels behind in math, an overall increased number of Audeo students over the past 4 years have been meeting their NWEA growth targets. In the last five years, over 900 Audeo students (majority not on track to graduate) have completed their high school requirements. From 2010-2017 Audeo decreased its overall dropout rate from 5.3% to 1.4%. This is an outstanding achievement given that the majority of Audeo students enroll behind in credits, not on track to graduate within 4 years, 2 grade levels behind in English, and 3 grade levels behind in math. For the last three years, Audeo students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 25% increase in confidence from when students first start at Audeo. The University of California (UC) and The National Collegiate Athletic Association (NCAA) has approved several new and revised Audeo courses during the current charter term, and Audeo's Work Experience program has been approved by the California Department of Education to ensure that every Audeo student receives a rigorous, personalized education that will move them forward.

During the 2018-19 school year, Audeo has served over 613 students.

113 students have successfully achieved their high school completion goals this year!

Based on Month 10 student demographic data:

Percent of students who qualify for Special Education (SWD) 17.5%

Percent of students who qualify as Socially-Economically Disadvantaged (SED) 60.8%

Percent of students who qualify as English Learners (EL) 9.8%

Percent of students who qualify as Homeless and Foster Youth (FY) 3.3%

LCAP Highlights

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

The 2019 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

Goal 1- Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program

Aligned to Strategic Initiatives 4,8 and State Priorities 4,5

Key Actions & Services for All

- Pathways Personalized Education Plan
- The Storybook
- Multi-Tiered System of Supports (MTSS): The Intervention and Diversion Program

Highlights of Increased/Improved Actions & Services

- Data Integration Systems (NWEA, Illuminate, Naviance)
- English Learner Achievement Department (ELAD)

Highlights of Supplemental Actions & Services

- Math Tutoring Focused on Standards & Key Claims and Targets
- CSI: ELA and Math Coaching and Tutoring for Grade 12 Students

Goal 2-Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCSS

Aligned to Strategic Initiatives 4, 8 and State Priorities 1, 2, 4, 7

Key Actions & Services for All

- Blended Learning Model with UC/CSU Approved Courses

- Customized Curriculum Design based on Universal Design for Learning (UDL)
- CTE Curriculum Alignment to CTE Model standards
- CTE Certification Programs
- Work-Based Learning Opportunities
- Comprehensive ELD Program
- UC a-g approved ELD ELA Course Pathway

Highlights of Increased/Improved Actions & Services

- Pathways Learning Lead
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL
- Altus Connect Program
- LPSG: WRITE Institute

Highlights of Supplemental Actions & Services

- My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

Goal 3- Provide a Targets and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to Strategic Initiatives 5, 6 and State Priorities 1, 2, 8

Key Actions & Services for All

- Altus University
- CTE Professional Development in Key Industry Sectors and Externships
- Leadership Studies and Altus Fellow Project
- New Teacher Training: Youth Mental Health First Aid Certification
- Verification Process for Specialized Settings (VPSS)

Highlights of Increased/Improved Actions & Services

- Leading Edge Certification (LEC)
- Gifted and Talented Education (GATE) Certification
- Math Specialist
- Trauma Informed Practices (TIPS) Training
- LPSG: WRITE Institute Professional Learning

Highlights of Supplemental Actions & Services

- Altus University Parent University
- CSI: Train ELA and Math Coaches in SRSD principles

-CSI: Train Counselors in Check & Connect principles

Goal 4-Provide a Safe Environment and Supportive School Culture

Aligned to Strategic Initiatives 3, 10 and State Priorities 1, 3, 6

Key Actions & Services for All

- School Safety Committee and Safety Plan
- Health & Nursing Department

Highlights of Increased/Improved Actions & Services

- Social Work Department: Intern Program
- Leadership & Character Development: Cadet Corps
- Nutrition Program

Goal 5-Provide Innovative, Engaging, Community-Based Resource Centers

Aligned to Strategic Initiatives 1,2,3,9,11 and State Priorities 1, 3, 5, 6

Key Actions & Services for All

- CTE Advisory Committee and CTE Industry Partners
- Innovative, Technology-Rich Resource Centers
- Website Enhancements

Highlights of Increased/Improved Actions & Services

- Marketing Plan

Highlights of Supplemental Actions & Services

- Bus Pass Program

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Audeo has a fully integrated system of data collection, analysis, and reporting to inform Instructional teams, Curriculum Departments, and Professional Learning through a monthly and annual Storybook. The Storybook provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. As a **DASS School**, Audeo has the first published Dashboard for 2018-19 in which state indicators and local performance indicators are reported in LCFF Rubrics.

Based on Audeo's review and analysis of performance indicators and metrics aligned to LCAP goals, Audeo's data reflects a strong instructional program, a rigorous and assessable course of study, and an effective Professional Learning System. Multiple measures indicate a safe learning environment and a supportive school culture that supports student achievement with innovative Resource Centers and instructional practices.

Greatest Progress:

- High risk students are participating in school and earning credits towards a high school diploma: All students, including SEDA, EL, and SWD exceeded the school's participation rate goal of 84%:

All students: 89%, EL: 89%, SWD 90%

- As student enrollment changes from year to year, it is challenging to compare year-to-year results on standards-based proficiency assessments. The school assesses for grade level standard skill growth using the NWEA MAP assessments.

All students, including SEDA, EL, and SWD met or exceeded the school's NWEA MAP progress target of 60%

-As the majority of students who enroll at Audeo are age 16 or older, it is the school's mission to effectively engage English Learners in a comprehensive ELD program to increase their English language proficiency and to meet Reclassification standards prior to high school graduation.

Over 71% of English Learners met Level 3 and Level 4 proficiency in the first administration of the Summative ELPAC.

-Students are engaged their PPEP with a relevant and rigorous course of study:

100% of core courses are UC A-G approved and we continue to expand course offerings to include Honors and AP courses.

-Students are increasing their confidence and their ability to succeed in school within the first 3 months of enrollment:

94% of students reported confidence in their ability and skills to learn and succeed.

-Teachers receive high quality professional development that leads to meeting the needs of students:

100% of teachers participated in a minimum of 60 hours of professional development.

99% Students and 98%Parents reported high teacher satisfaction rates.

-Audeo is a safe place for students to learn and teachers to teach:

The Suspension rate (YTD) is 0% and the Expulsion rate (YTD) is 0%.

98% of students and 99% of parents report satisfaction with safety from Annual Surveys.

The 2019-2020 LCAP actions/ services are designed to build on these successes. The school is committed to continuous improvement and refinement of processes to ensure the most effective programs and services to support the LCAP Goals aligned to our vision of teaching and learning.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California Dashboard reflects the following indicators as having overall performance in “Red”:

- Graduation Rate
- College/Career

The California Dashboard reflects the following indicators as having overall performance in “Orange”:

- ELA
- Math
- Chronic Absenteeism

Audeo meets the criteria for CSI under Graduation Rate criteria (has a two-year average graduation rate less than 67%) and has developed a comprehensive CSI Plan to address the areas of growth and improvement.

Similar to statewide trends, the school continues to see performance gaps in SBA achievement between all students, English Learners (EL), and Students with Disabilities (SWD) in math and ELA. In 2017-2018, All students (grades 3-8) Distance to Level 3 results in math reflected: -77.73 compared to:

EL: -154.43

SWD: -165.19

In 2017-2018, All students Distance to Level 3 results in ELA reflected: -36.83 compared to:

EL: -120.29

SWD: -116.69

The school has conducted a comprehensive needs assessment that incorporates data analysis, program evaluation, and stakeholder input. The school has updated metrics, actions, and services within the 2019-2020 LCAP to address the greatest needs of students and ensure successful outcomes for all students.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

Audeo has identified the “Lowest Performing Student Group” as the African American student group based on the 2017-2018 Smarter Balanced Assessment Results in English Language Arts and Math. The results are consistent with California state averages and national trends that demonstrate the need to close the achievement gap. The African American student group results reflect: -79.9 in ELA, -144.1 in Math. The school has developed a plan describing how The Lowest- Performing Students Block Grant (LPSG) funds will be used to increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The LPSG plan is embedded in the 2019-2020 LCAP:

LCAP Goal 1: To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

The school will utilize the data integration systems to inform curriculum and instructional decisions and monitor the effectiveness of the program. The school will align target outcomes with the specific LCAP metrics of increasing student achievement as demonstrated through SBA results and NWEA MAP Growth results.

LCAP Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills.

LCAP Goal 3: Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute offers a two-day institute for K-12 teacher leaders and administrators. The school will partner with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.

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.

Audeo operates as a single-school district charter school. The school is identified as a Dashboard Alternative School Status (DASS) program. This status replaces the previous Alternative Schools

Accountability Model (ASAM) status. DASS schools are held accountable for all state indicators currently reported in the Dashboard. However, “modified methods” are used for select state indicator in order to accurately evaluate the success and progress of alternative schools that serve high-risk students. The methodology for evaluating student graduation rate is based on a Grade 12 Graduation Rate for DASS Schools as opposed to a Four-Year Cohort Graduation Rate. Audeo meets the criteria for CSI under Graduation Rate criteria (has a two-year average graduation rate less than 67%) and has partnered with stakeholders to develop and implement a plan to improve student outcomes.

Support for Identified Schools

Describe how the LEA supported 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.

Stakeholder Engagement

All stakeholders of the school have representatives involved in the development of the 2019-2020 LCAP and embedded CSI Plan. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision-making process of the school and the development of the LCAP/CSI Plan. Stakeholder involvement contributes to the LCAP/CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of targets, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- School Leadership Team: Quarterly Meetings
- School Teachers: Quarterly Instructional Meetings, Annual Survey
- Students: Monthly PPEP Meetings, Annual Survey
- Parents: Semester School Events, Annual Survey
- School Staff: Quarterly Staff Meetings, Annual Survey
- School Site Council: Semester Meetings
- English Language Advisory Council: Semester Meetings

Data Analysis

Each Stakeholder group examined data related to the school’s eligibility in CSI based on the graduation rate category: High schools with a graduation rate less than 67 percent averaged over two years. The key performance data* reviewed and analyzed by stakeholders include:

- Student participation rates
- Student credit completion rates
- Graduation rates
- Course enrollment rates
- Average credit deficiency upon enrollment
- Average skill deficiencies (ELA and math) upon enrollment

- Student, parent, teacher, staff survey results

*includes historical and trend data for all student group and unduplicated student groups

The stakeholder groups followed an Improvement Science protocol to determine the gaps between the current state of student graduation rates and the school's ideal rates of growth. Based on the results of the Needs Assessment, the school developed a plan of action to address the needs of students and staff to increase student graduation rates.

As part of the Needs Assessment, the stakeholder groups analyzed resource allocation by category. The stakeholder groups were presented with visual displays of data (Pareto Chart) to identify any resource inequities as a result of the Needs Assessment. The school groups came to a consensus that school resources are appropriately allocated to supporting the implementation of the Pathways Personalized Education Plan (PPEP) for each and every student. The PPEP is a systematic approach to customizing an educational plan unique to each student to ensure academic, social-emotional, and postsecondary success.

Summary of Findings

Based on the examination of key performance data within the Improvement Science protocol, the following major themes emerged from stakeholder groups as influencing the school's graduation rate:

- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two-three times as long to complete than other core courses.
- Grade 12 students exceed the expected enrollment time in the Pathways Exhibition course; this course takes students, on average, two-three times as long to complete than other practical courses.
- Grade 12 progress monitoring systems can be improved with targeted assistance from staff.
- The student information system has optional additional features that can be used as tools for 12th grade progress monitoring.

Evidence Based Interventions & Action Items

- Train math and ELA coaches in the Self-Regulated Strategy Development (SRSD) model. SRSD is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay.
- Provide additional math coaching and tutoring for students in grade 12 to increase progress and completion rates in core math courses required for graduation.
- Provide ELA coaching and tutoring for students in grade 12 to increase progress and completion rates in Pathways Exhibition course required for graduation.
- Provide Counselors with training in the Check & Connect program to increase student progress in grade 12 coursework. The Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.

- Provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
- Increase Counselor responsibilities to include utilization of Check & Connect, using student information systems to identify and monitor grade 12 student progress on a weekly and monthly basis.
- Update student information systems to include enhanced features that allow for focused monitoring of grade 12 student progress.

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.

Audeo will monitor and evaluate the implementation and effectiveness of the school's CSI plan to support student and school improvement through the following methods:

The School Counselor will use School Pathways Student Information System to monitor both programs on a monthly basis. The effectiveness will be measured by credit completion rates and participation rates.

The School Coordinator will use Data Reports and Storybook Report to monitor the programs data monthly. The effectiveness will be measured by the Percent of 12th Grade Students "on track" to graduate, coaching/tutoring hours, and grades issued in Math and Pathways Portfolio Courses.

Teachers will use Student Goal Reports to monitor the coaching/tutoring program monthly. The effectiveness will be measured by the rates of tutoring goal attainment.

The Leadership team will monitor and evaluate the effectiveness of the CSI plan on a quarterly basis by analyzing comprehensive data at Leadership team Meetings:

- Credit Completion Rates
- Participation Rates
- Percent of 12th Grade Students "on track" to graduate
- Coaching/Tutoring hours
- Grades Issued in Math and Pathways Portfolio Courses
- Rate of Tutoring Goal Attainment

Annual Update

LCAP Year Reviewed: 2018-2019

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected	Actual
Establish a baseline for 1- Year Graduation Rate	All: 62.7% SEDA: 58.3% EL: 59.1% FY: n/a SWD: 54.5%
The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%	All: 89.0% SEDA: 87.2% EL: 89.8% FY: 62.2% SWD: 90.0%
Grades 3-8 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: -77.73 SEDA: -103.89 EL: -154.43 FY: N/A SWD: -165.19
Grade 11 SBA in Math Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: -31.23 SEDA: -54.67 EL: N/A FY: N/A SWD: -60.60

Expected	Actual
Grades 3-8 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: -36.83 SEDA: -62.00 EL: -120.29 FY: N/A SWD: -116.69
Grade 11 SBA in ELA Distance to Level 3 overall and unduplicated student groups will maintain status or increase by 3 points	All: 64.77 SEDA: 41.56 EL: N/A FY: N/A SWD: 65.00
NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%	All:R:78%/L: 73%/M: 73% SEDA: R: 80%/L:71%/M: 74% EL: R: 86%/L: 67%/M: 79% FY: N/A SWD: R: 72%/L: 87%/M: 79%
EI Reclassification: Maintain baseline rate or exceed statewide average	0%* Transition Year
Establish baseline for EL Progress and Proficiency on ELPAC	ELPAC: L4+L3: 71.5% L4: 30.4% L3: 41.1% L2: 21.4% L1: 7.1%
Maintain a dropout rate of 5% or less	1.4% (16-17 Verified Drop Out Rate)
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	94% of students reported gain in their ability to learn and succeed in school within 90 days of enrollment

Actions / Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Data and Measures of Student Achievement

- Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually)
- Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

Intervention and Student Support

- Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals

Data and Measures of Student Achievement

98.6% of teachers report they have the tools to use data to improve instructional decision making and adjust curriculum and instruction for all students

- The Storybook was published monthly and provided Instructional teams with actionable, timely data by student group.
- The Data Integration Systems Department used multiple methods to inform the school's systems approach to Curriculum, Instruction, and Professional Learning.
- Provided training on summative ELPAC and initial CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems.

Intervention and Student Support

98.6% of teachers report they have the training and coaching they need

- \$1,623,066
- \$143,098
- \$671,609
- \$5000

Source	Object Code	Total
CRBG	1000-1999	\$ 10,804
	3000-3999	\$ 3,690
CRBG Total		\$ 14,494
CSIBG	5000-5999	\$ 576
CSIBG Total		\$ 576
LCFF Base	1000-1999	\$ 1,352,618
	2000-2999	\$ 84,330
	3000-3999	\$ 591,335
	5000-5999	\$ 1,740
LCFF Base Total		\$ 2,030,023
LCFF S/C	1000-1999	\$ 198,402
	2000-2999	\$ 61,598
	3000-3999	\$ 13,775
LCFF S/C Total		\$ 273,775
Lottery NonPi	1000-1999	\$ 50,263
	3000-3999	\$ 19,586
Lottery NonProp Total		\$ 69,849
SPED	1000-1999	\$ 20,179
	2000-2999	\$ 26,311
	3000-3999	\$ 21,692
	5000-5999	\$ 65
SPED Total		\$ 68,247
Title II	5000-5999	\$ 5,000
Title II Total		\$ 5,000
Title IV	1000-1999	\$ 7,001
	3000-3999	\$ 2,257
Title IV Total		\$ 9,258
Grand Total		\$ 2,471,222

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> c. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE)) d. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high – risk student engagement in school and reduce school absences 	<p>to use data to drive instructional decisions for all student groups</p> <ul style="list-style-type: none"> a. Recruited for high quality teachers to engage high risk students and support their achievement b. School Coordinator oversaw the integrated implementation of the Pathways Personalized Education Plan (PPEP) process. c. The annual Instructional Plan’s (scope and sequence) focus was developed around math and ELA goals for all students and student groups d. Refined the data collection of the Intervention and Diversion Program (MTSS) to closely monitor high –risk student engagement in school and reduce school absences 		
		<ul style="list-style-type: none"> a. LCFF Base b. LCFF Base c. LCFF Base d. LCFF Base 	Included in table above
		<ul style="list-style-type: none"> a. 1000-1999 b. 2000-2999 c. 3000-3999 	Included in table above

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

d. 5000-5999

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- a. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gaps
- b. Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap
- c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners
- d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students

98.6% of teachers report they use effective instructional materials and implement best practices to promote English Learner achievement

- a. Administered NWEA MAP Pre- and Post- Assessments to inform instructional practices and to assess students' rates of achieving learning targets.
- b. Utilized Illuminate to administer End of Course Exams and to display and report multiple measures of achievement data for instructional decision-making.
- c. English Learner Achievement Department (ELAD) provided resources and supports for ELD program implementation
- d. Provided multiple paths to earn a high school diploma or equivalent: High School

- a. \$264,366
- b. \$139,889
- c. \$4,4901
- d. \$143,191
- e. \$20,987
- f. \$5,000

Sum of Estimated Actuals		
Source	Object Code	Total
CRBG	1000-1999	\$ 468
	3000-3999	\$ 153
	5000-5999	\$ 3,173
CRBG Total		\$ 3,794
LCFF S/C	1000-1999	\$ 33,272
	3000-3999	\$ 11,948
	4000-4999	\$ 6,175
	5000-5999	\$ 5,902
LCFF S/C Total		\$ 57,297
SPED	1000-1999	\$ 232,893
	3000-3999	\$ 89,606
SPED Total		\$ 322,499
Title I	5000-5999	\$ 6,887
Title I Total		\$ 6,887
Grand Total		\$ 390,477

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Use Naviance Program to support the successful post secondary planning of students who are high risk and/or disadvantaged</p> <p>f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>	<p>Diploma (Option 1, Option 2) and HiSet.</p> <p>e. Naviance surveys, resources, and features were integrated into the PPEP of each student from enrollment through graduation.</p> <p>f. The School Social Worker assigned as the Homeless and Foster Youth Liaison-coordinated with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students</p>		
		<p>a. LCFF, S/C</p> <p>b. SPED</p> <p>c. LCFF, S/C</p> <p>d. SPED</p> <p>e. Title I</p> <p>f. LCFF, S/C</p>	<p>Included in table above</p>
		<p>a. 1000-1999</p> <p>b. 1000-1999</p> <p>c. 3000-3999</p> <p>d. 3000-3999</p> <p>e. 5000-5999</p> <p>f. 5000-5999</p>	<p>Included in table above</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<p>a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap</p> <p>b. Resource Center Associates (RCAs) to provide supplemental instructional supports</p>	<p>a. Provided supplemental tutoring in Math in partnership with The Ed Ladder to qualifying students</p> <p>b. Resource Center Associates (RCAs) to provided supplemental instructional tutoring and support</p>	<p>a. \$99,165</p> <p>b. \$152,172</p> <p>c. \$26,459</p> <p>d. \$53,932</p> <p>e. \$32,000</p>	<table border="1"> <thead> <tr> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">SPED</td> <td>2000-2999</td> <td>\$ 16,656</td> </tr> <tr> <td>3000-3999</td> <td>\$ 4,326</td> </tr> <tr> <td colspan="2">SPED Total</td> <td>\$ 20,982</td> </tr> <tr> <td rowspan="3">Title I</td> <td>2000-2999</td> <td>\$ 58,640</td> </tr> <tr> <td>3000-3999</td> <td>\$ 17,451</td> </tr> <tr> <td>5000-5999</td> <td>\$ 38,900</td> </tr> <tr> <td colspan="2">Title I Total</td> <td>\$ 114,991</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 135,973</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	SPED	2000-2999	\$ 16,656	3000-3999	\$ 4,326	SPED Total		\$ 20,982	Title I	2000-2999	\$ 58,640	3000-3999	\$ 17,451	5000-5999	\$ 38,900	Title I Total		\$ 114,991	Grand Total		\$ 135,973
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Analysis

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

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

The school has supported the achievement of all students through a data-driven instructional program that is primarily focused on the personalization of education plans for each and every student. The Pathways Personalized Education Plan (PPEP) is the process by which all instructional decisions are made, monitored, and adjusted by the student's education team. The Data & Assessment departments inform all levels of the school of student achievement measures through The Storybook, published monthly and annually. The Storybook disseminates data based on key performance measures and LCAP metrics in order to inform processes of each school system. The school will continue the processes of continuous improvement and implementation of the resulting Instructional Plan based on student achievement results.

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

Based on the analysis of LCAP metrics, the school is meeting the overall objectives of this goal. Systems are in place to increase student achievement in ELA and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The goal is succinct and will continue to focus on increasing student achievement in all areas appropriate for a DASS school. Additional actions/services are added to continue to improve systems to meet the needs of all stakeholders.

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected	Actual
Maintain percentage of CCSS aligned courses at 100%	Percentage of CCSS aligned courses: 100%
Increase the percentage of NGSS aligned courses to 60%	Percentage of NGSS aligned courses: 50%
Maintain percentage of ELD aligned ELA courses at 100%	Percentage of ELD aligned ELA courses:100%
Increase percentage of ELD aligned History/Social Science courses to 75%	Percentage of ELD aligned History/Social Science courses: 100%
Maintain 100% of core courses are supervised by high quality, credentialed teachers	Percentage of core courses are supervised by high quality, credentialed teachers: 100%
Maintain 100% UC A-G approval rate for core courses	UC A-G approval rate for core courses:100%
Maintain 100% NCAA approval rate for core courses	NCAA approval rate for core courses:100%
Maintain the Work Experience Education Program	Work Experience Education Program Implementation: 100%
Maintain advanced course offerings including Honors and AP courses	Advanced course offering list (Honors and AP courses): 100%
Maintain state approval status of established CTE Pathways	State approval status of established CTE Pathways: 100%
Maintain percentage of CCSS aligned courses at 100%	Percentage of CCSS aligned courses: 100%

Expected

Actual

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

- Pathways and College and Career Readiness**
- a. Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs
 - b. Implement CTE Certification Programs aligned to key sectors and student PPEP results
 - c. Provide comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program
 - d. Continue to offer CTE courses aligned to CTE Model Framework
 - e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement
 - f. Enhance ELD program to include course offerings and instructional practices that promote literacy development

- Pathways and College and Career Readiness**
- 98.6% of teachers report all students have access to Pathways course offerings that prepare them for college and career**
- a. Expanded course offerings to include Designing Careers, Child Development, Career and Life Management
 - b. Implemented CTE Certification Programs in Hospitality
 - c. Provided comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program
 - d. Continued to offer CTE courses aligned to CTE Model Framework
 - e. Updated Pathways E-Portfolio graduation requirement course to align to CTE Anchor

- a. \$67,088
- b. \$13,458
- c. \$23,770
- d. \$4,366
- e. \$10,000

Sum of Estimated Actuals		
Source	Object Code	Total
CRBG	1000-1999	\$ 3,098
	3000-3999	\$ 1,011
	5000-5999	\$ 9,600
CRBG Total		\$ 13,709
LCFF Base	1000-1999	\$ 112,915
	3000-3999	\$ 40,364
	4000-4999	\$ 78,737
	5000-5999	\$ 798
LCFF Base Total		\$ 232,814
Lottery Prop	4000-4999	\$ 26,513
Lottery Prop Total		\$ 26,513
SPED	1000-1999	\$ 11,027
	3000-3999	\$ 4,134
SPED Total		\$ 15,161
Grand Total		\$ 288,197

**Planned
Actions/Services**

- g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs

Standards Aligned Course of Study and Curriculum

- a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements
- b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)
- c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students will multiple learning styles
- d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved

**Actual
Actions/Services**

- Standards for Career Ready Practice
- f. Enhanced ELD program to include course offerings and instructional practices that promote literacy development
- g. Enriched blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs

Standards Aligned Course of Study and Curriculum

95.7% of teachers report English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless and Foster Youth have access to advanced courses (Honors and AP)

- a. Reviewed, updated, and monitored course of study to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>courses to enhance learning opportunities for all students</p>	<p>b. Provided full access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)</p> <p>c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles</p> <p>d. Expanded online course offerings (Intro to Coding and French 5/6)</p>		
		<p>a. LCFF Base</p> <p>b. SPED</p> <p>c. LCFF Base</p> <p>d. SPED</p> <p>e. Lottery</p>	<p>Included in table above</p>
		<p>a. 1000-1999</p> <p>b. 1000-1999</p> <p>c. 3000-3999</p> <p>d. 3000-3999</p> <p>e.</p>	<p>Included in table above</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																					
<p>a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students</p> <p>b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation</p> <p>c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL</p> <p>d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program</p>	<p style="text-align: center;">98.6% of teachers report blended learning opportunities provide tools and supports for English Learners to make progress</p> <p>a. Pathways Learning Lead implemented Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students</p> <p>b. Offered Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation</p> <p>c. Provided curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL</p> <p>d. Implemented Connect Program pilot program, full program deployment expected for 19-20.</p>	<p>a. \$8,156</p> <p>b. \$2,675</p> <p>c. \$12,500</p> <p>d. \$5,000</p> <p>e. \$2,500</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr style="background-color: #f4a460;"> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">CRBG</td> <td>1000-1999</td> <td>\$ 2,806</td> </tr> <tr> <td>3000-3999</td> <td>\$ 915</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">CRBG Total</td> <td>\$ 3,721</td> </tr> <tr> <td rowspan="4">LCFF S/C</td> <td>1000-1999</td> <td>\$ 25,257</td> </tr> <tr> <td>3000-3999</td> <td>\$ 8,237</td> </tr> <tr> <td>4000-4999</td> <td>\$ 14,393</td> </tr> <tr> <td>5000-5999</td> <td>\$ -</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">LCFF S/C Total</td> <td>\$ 47,887</td> </tr> <tr> <td rowspan="2">Title III</td> <td>4000-4999</td> <td>\$ 947</td> </tr> <tr> <td>5000-5999</td> <td>\$ 2,457</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">Title III Total</td> <td>\$ 3,404</td> </tr> <tr style="background-color: #f4a460;"> <td>Grand Total</td> <td></td> <td>\$ 55,012</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	CRBG	1000-1999	\$ 2,806	3000-3999	\$ 915	CRBG Total		\$ 3,721	LCFF S/C	1000-1999	\$ 25,257	3000-3999	\$ 8,237	4000-4999	\$ 14,393	5000-5999	\$ -	LCFF S/C Total		\$ 47,887	Title III	4000-4999	\$ 947	5000-5999	\$ 2,457	Title III Total		\$ 3,404	Grand Total		\$ 55,012
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. LCFF S/C	
		a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 e. 5000-5999	Included in table above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																															
<p>a. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap</p> <p>b. Customize curriculum with supplemental resources to increase student access to the core curriculum</p>	<p>a. Provided supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap</p> <p>b. Customized curriculum with supplemental resources to increase student access to the core curriculum.</p>	a. \$3,500	<table border="1"> <thead> <tr> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">LCFF S/C</td> <td>4000-4999</td> <td>\$ 8,000</td> </tr> <tr> <td>5000-5999</td> <td>\$ 390</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 8,390</td> </tr> <tr> <td rowspan="2">Title II</td> <td>1000-1999</td> <td>\$ 2,435</td> </tr> <tr> <td>3000-3999</td> <td>\$ 825</td> </tr> <tr> <td colspan="2">Title II Total</td> <td>\$ 3,260</td> </tr> <tr> <td>Title III</td> <td>4000-4999</td> <td>\$ 3,098</td> </tr> <tr> <td colspan="2">Title III Total</td> <td>\$ 3,098</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 14,748</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF S/C	4000-4999	\$ 8,000	5000-5999	\$ 390	LCFF S/C Total		\$ 8,390	Title II	1000-1999	\$ 2,435	3000-3999	\$ 825	Title II Total		\$ 3,260	Title III	4000-4999	\$ 3,098	Title III Total		\$ 3,098	Grand Total		\$ 14,748
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Analysis

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

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

The school has provided a broad and rigorous course of study, aligned to CCSS, NGSS, ELD and CTE. Curriculum is developed and systems are in place to ensure alignment to standards and high rigor for UC A-G approval.

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

Based on the analysis of LCAP metrics, the school is meeting the overall objectives of this goal. Systems are in place to increase CTE Participation and NGSS aligned science curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total Expenditures increased by 133.94% due to College Readiness Block Grant expenditures in FY 18-19 which were not fully used in FY 17-18 and was not part of the projected LCAP budget.

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

The goal is succinct and will continue to focus on rigor, quality, and equitable access of the course of study. Additional actions/services are added to continue to improve systems to meet the needs of all stakeholders.

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8

Local Priorities: Strategic Initiatives: 5 & 6

Annual Measurable Outcomes

Expected	Actual
100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math	Teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math: 88.2% ELA, 100% Math
100% of teachers will participate in at least 60 hours of professional development	Average teacher Professional Development Hours: 79
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	97.4% of staff reported high levels of relevance with a minimum level 4 rating on training evaluations
95% Student/Parent Surveys will reflect high teacher satisfaction rate	Audeo Parent 99.2%, Student 99.1% reflect high teacher satisfaction on survey

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<ul style="list-style-type: none"> a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma- 	<ul style="list-style-type: none"> a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards: ELA- 120 hours, ELD- 32 hours, Math- 270 hours, Science 56 hours, Social Studies 32 b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS): Math= 1 teacher, ELA= 1 teacher c. 100% of CTE Teachers are appropriately credentialed d. AU offered 3 Leadership Study courses and increased capacity with the Fellows Program (cohort of 9) e. New teachers participated in the SDCOE sponsored YMHFA 8 hour certification course in October 2018 and April 2019 	<ul style="list-style-type: none"> a. \$14,128 b. \$4,224 c. \$2,550 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr style="background-color: #f4a460;"> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">CRBG</td> <td>1000-1999</td> <td>\$ 2,045</td> </tr> <tr> <td>3000-3999</td> <td>\$ 668</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">CRBG Total</td> <td>\$ 2,713</td> </tr> <tr> <td rowspan="3">LCFF Base</td> <td>1000-1999</td> <td>\$ 40,617</td> </tr> <tr> <td>3000-3999</td> <td>\$ 1,716</td> </tr> <tr> <td>5000-5999</td> <td>\$ 2,410</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">LCFF Base Total</td> <td>\$ 44,743</td> </tr> <tr style="background-color: #f4a460;"> <td>Grand Total</td> <td></td> <td>\$ 47,456</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	CRBG	1000-1999	\$ 2,045	3000-3999	\$ 668	CRBG Total		\$ 2,713	LCFF Base	1000-1999	\$ 40,617	3000-3999	\$ 1,716	5000-5999	\$ 2,410	LCFF Base Total		\$ 44,743	Grand Total		\$ 47,456
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Informed Practices for Schools (TIPS)			
		a. LCFF Base b. LCFF Base c. LCFF Base	Included in table above
		a. 1000-1999 b. 3000-3999 c. 5000-5999	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																									
<ul style="list-style-type: none"> a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma- 	<ul style="list-style-type: none"> a. Increase teachers' educational technology competency through Altus University Tech Tools trainings. b. 1 teacher certified as GATE Instructor c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups (Number of RCs per school) d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provided 3 teacher trainings on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS) 	<ul style="list-style-type: none"> a. \$13,458 b. \$15,990 c. \$5,451 d. \$4,366 e. \$3,600 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr style="background-color: #f4a460;"> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">LCFF S/C</td> <td>1000-1999</td> <td>\$ 11,080</td> </tr> <tr> <td>3000-3999</td> <td>\$ 3,879</td> </tr> <tr> <td>5000-5999</td> <td>\$ 7,780</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">LCFF S/C Total</td> <td>\$ 22,739</td> </tr> <tr> <td rowspan="2">SPED</td> <td>1000-1999</td> <td>\$ 4,578</td> </tr> <tr> <td>3000-3999</td> <td>\$ 1,467</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">SPED Total</td> <td>\$ 6,045</td> </tr> <tr> <td rowspan="2">Title II</td> <td>1000-1999</td> <td>\$ 2,536</td> </tr> <tr> <td>3000-3999</td> <td>\$ 886</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">Title II Total</td> <td>\$ 3,422</td> </tr> <tr> <td>Title III</td> <td>5000-5999</td> <td>\$ 500</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">Title III Total</td> <td>\$ 500</td> </tr> <tr style="background-color: #f4a460;"> <td colspan="2">Grand Total</td> <td>\$ 32,706</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF S/C	1000-1999	\$ 11,080	3000-3999	\$ 3,879	5000-5999	\$ 7,780	LCFF S/C Total		\$ 22,739	SPED	1000-1999	\$ 4,578	3000-3999	\$ 1,467	SPED Total		\$ 6,045	Title II	1000-1999	\$ 2,536	3000-3999	\$ 886	Title II Total		\$ 3,422	Title III	5000-5999	\$ 500	Title III Total		\$ 500	Grand Total		\$ 32,706
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Informed Practices for Schools (TIPS)			
		<ul style="list-style-type: none"> a. SPED b. Title II c. LCFF S/C d. SPED e. LCFF S/C 	Included in table above
		<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999 	Included in table above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																									
<ul style="list-style-type: none"> a. Enhance parent trainings with information and support with post-secondary planning b. Promote parent participation in trainings and provide childcare and supports necessary to increase involvement 	<p>93.3% of teachers report that parents are provided resources and opportunities to support student learning</p> <ul style="list-style-type: none"> a. Enhance parent trainings with financial aid sessions and postsecondary resources, cyberbullying trainings events b. Promoted parent participation in the Young Men’s Summit for Success and the Young Women’s Summit for Success 	<ul style="list-style-type: none"> a. \$1,043 b. \$319 	<table border="1"> <thead> <tr> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Title II</td> <td>1000-1999</td> <td>\$ 2,435</td> </tr> <tr> <td>3000-3999</td> <td>\$ 793</td> </tr> <tr> <td colspan="2">Title II Total</td> <td>\$ 3,228</td> </tr> <tr> <td rowspan="2">Title IV</td> <td>1000-1999</td> <td>\$ 7,537</td> </tr> <tr> <td>3000-3999</td> <td>\$ 2,463</td> </tr> <tr> <td colspan="2">Title IV Total</td> <td>\$ 10,000</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 13,228</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	Title II	1000-1999	\$ 2,435	3000-3999	\$ 793	Title II Total		\$ 3,228	Title IV	1000-1999	\$ 7,537	3000-3999	\$ 2,463	Title IV Total		\$ 10,000	Grand Total		\$ 13,228
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. Title II b. Title II	Included in table above
		a. 1000-1999 b. 3000-3999	Included in table above

Analysis

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

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

The school offers a targeted and data informed professional learning system. Through Altus University, the school provides development and training on curriculum, instruction, data and assessment, and leadership studies.

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

Based on the analysis of LCAP metrics, Altus University has been effective in providing teachers with at least 60 hours of professional development. Teachers report high levels of relevance of the trainings to affect their ability to increase student achievement. Students and parents report high levels of teacher satisfaction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total expenditures increased by 56% due to CHIME strength-based approach to teaching and new Title IV expenditures which were not part of the projected LCAP budget.

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

The school will increase focused instructional training on best practices and research based strategies for student groups.

Goal 4

Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Annual Measurable Outcomes

Expected	Actual
Maintain a suspension rate at 1.5% or less	Suspension rate at 0%
Maintain an expulsion rate at 1% or less	Expulsion rate at 0%
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Audeo Parent 98.6%, Student 98.3% satisfaction rate from students/parents on safety from Annual Surveys
Maintain a compliant School Safety Plan	School Safety Plan meets compliance standards

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Safe Schools

- a. Update and monitor effective School Safety Plan
- b. School Safety Committee to implement the School Safety Plan
- c. Training and resources provided to ensure staff are informed, prepared, and compliant
- d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)
- e. Provide nursing services to support student social-emotional health and well-being
- f. Provide parents and students with opportunities for input into safety planning

Safe Schools

98.5% of teachers report they are trained on safety preparedness and are updated on policies and procedures related to the safety of staff and students

- a. Update and monitor effective School Safety Plan
- b. School Safety Committee met quarterly to oversee the implementation of the School Safety Plan
- c. Training and resources provided: EpiPen, CPS and Mandated Reporting, Safety Procedures, AED Storage and Operation
- d. Updated Emergency safety items at all Resource Centers, updated First Aid Kits, installed AEDs at each Resource Center
- e. Provided health services to support student social-emotional health and well-being
- f. Provided parents and students with opportunities for input into safety planning

- a. \$133,447
- b. \$49,508
- c. \$2,500
- d. \$1,000

Sum of Estimated Actuals		
Source	Object Code	Total
LCFF Base	1000-1999	\$ 72,078
	2000-2999	\$ 35,540
	3000-3999	\$ 36,420
	4000-4999	\$ 13,760
LCFF Base Total		\$ 157,798
SPED	5000-5999	\$ 3,000
SPED Total		\$ 3,000
Grand Total		\$ 160,798

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		<ul style="list-style-type: none"> a. LCFF Base b. LCFF Base c. LCFF Base d. SPED 	Included in table above
		<ul style="list-style-type: none"> a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																											
<p>Social, Emotional, and Behavioral Support Systems</p> <ul style="list-style-type: none"> a. Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals b. Provide a leadership and character development program, Cadet Corps, to promote student achievement c. Provide small group learning environment at each Resource 	<p>Social, Emotional, and Behavioral Support Systems</p> <p>97.8% of teachers report they are trained and able to use resources to support the social-emotional needs of students</p> <ul style="list-style-type: none"> a. School Social Work Services and School Counselor coordinated agencies, provide services, and facilitate referrals to support student academic and social/emotional goals b. Provided a leadership and character development program, Cadet Corps, to promote student achievement 	<ul style="list-style-type: none"> a. \$196,419 b. \$68,128 c. \$120,000 	<table border="1"> <thead> <tr> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="4">LCFF S/C</td> <td>1000-1999</td> <td>\$ 271,072</td> </tr> <tr> <td>3000-3999</td> <td>\$ 34,542</td> </tr> <tr> <td>4000-4999</td> <td>\$ 450</td> </tr> <tr> <td>5000-5999</td> <td>\$ 16,930</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 322,994</td> </tr> <tr> <td>SPED</td> <td>5000-5999</td> <td>\$ 138,000</td> </tr> <tr> <td colspan="2">SPED Total</td> <td>\$ 138,000</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 460,994</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF S/C	1000-1999	\$ 271,072	3000-3999	\$ 34,542	4000-4999	\$ 450	5000-5999	\$ 16,930	LCFF S/C Total		\$ 322,994	SPED	5000-5999	\$ 138,000	SPED Total		\$ 138,000	Grand Total		\$ 460,994
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Center that promotes positive behavior and accountability d. Provide a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilize Backboard Systems as a safety communication tool	c. Provided small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provided a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilized Backboard Systems as a safety communication tool		
		a. LCFF S/C b. LCFF S/C c. SPED	Included in table above
		a. 1000-1999 b. 3000-3999 c. 5000-5999	Included in table above

Analysis

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

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

The school has provided a safe learning environment and supportive school culture. Students and parents continue to enroll based on a need for a safe learning environment and report high levels of satisfaction with the safety of the school. The school will continue to expand the Social Work Program to addresses the social, emotional, behavioral, and environmental needs of students and families.

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

Based on an analysis of LCAP metrics, the school is effectively providing a safe and supportive learning environment. The school has 0% suspension and 0% expulsion rates. The school has very high student and parent safety satisfaction rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The school will continue systems of improvement and refine actions/ services to ensure high levels of safety and supportive school culture.

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Annual Measurable Outcomes

Expected	Actual
Maintain formal partnerships with community based organizations	20 Formal Partnerships
Receive School Facility Good Repair Status of “good” or “exemplary”	Receive School Facility Good Repair Status: Exemplary
Promote monthly formal opportunities for parent engagement	12 Formal Parent Engagement Opportunities Promoted
90% of parents will report that Resource Centers engage students in innovative learning opportunities	99.2% Audeo Parents report that Resource Centers engage students in innovative learning opportunities

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Student, Parent, and Community Engagement

- a. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems
- b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- c. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement
- d. Design facilities to meet the “best practices” standards for NGSS lab work
- e. Enhance website features and content to provide accurate and timely information to parents and community members.
- f. Utilize web-based programs to increase parental engagement

Student, Parent, and Community Engagement

98.5% of teachers report that Resource Centers are effectively designed to engage students in 21st century learning environments

- a. Provided 22 events for students, parents, and community members to receive information/ resources and provide input into the school program
- b. Established an opportunity for parent meetings on a monthly basis (multiple methods)
- c. Enhanced Resource Centers with technology and tools that engage students in 21st century learning environments
- d. Designed facilities to meet the “best practices” standards for NGSS lab work
- e. Enhanced website features and content to provide accurate and timely information to parents and community members.

- a. \$8,156
- b. \$38,798
- c. \$26,183
- d. \$96,250
- e. \$645,420
- f. \$1,800

Sum of Estimated Actuals		
Source	Object Code	Total
CRBG	1000-1999	\$ 935
	3000-3999	\$ 305
CRBG Total		\$ 1,240
LCFF Base	1000-1999	\$ 8,419
	2000-2999	\$ 37,463
	3000-3999	\$ 27,289
	4000-4999	\$ 81,601
	5000-5999	\$ 642,060
LCFF Base Total		\$ 796,832
SPED	5000-5999	\$ 300
SPED Total		\$ 300
Title I	5000-5999	\$ 600
Title I Total		\$ 600
Grand Total		\$ 798,972

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(Naviance, School Pathways Parent Portal)</p> <p>g. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program</p> <p>h. Provide translated materials and resources for parents/guardians of ELs</p> <p>i. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers</p>	<p>f. Utilized web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)</p> <p>g. English Language Advisory Committee (ELAC) increased parent participation by 100%</p> <p>h. Provided translated presentations, materials and resources for parents/guardians of ELs</p> <p>i. Designated translators and/or bi-lingual staff at high EL enrollment Resource Centers</p>		
		<p>a. LCFF Base</p> <p>b. LCFF Base</p> <p>c. LCFF Base</p> <p>d. LCFF Base</p> <p>e. LCFF Base</p> <p>f. Title I</p>	<p>Included in table above</p>
		<p>a. 1000-1999</p> <p>b. 2000-2999</p> <p>c. 3000-3999</p> <p>d. 4000-4999</p> <p>e. 5000-5999</p> <p>f. 5000-5999</p>	<p>Included in table above</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																					
<p>a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning</p> <p>b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options</p>	<p>100% of teachers report that the school is able to promote its program to diverse populations seeking alternative educational outcomes</p> <p>a. Leveraged community partners to provide services and supports to staff, students, and families including mental health services, life skills, legal aid, health services, medical support and supplies, groceries, bus passes, computers, clothing.</p> <p>b. Implemented a Marketing Plan and continued to enroll a diverse student population</p>	<p>a. \$20,860</p> <p>b. \$25,000</p> <p>c. \$14,960</p> <p>d. \$15,000</p> <p>e. \$97,750</p>	<table border="1"> <thead> <tr> <th colspan="3">Sum of Estimated Actuals</th> </tr> <tr> <th>Source</th> <th>Object Code</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="4">LCFF S/C</td> <td>2000-2999</td> <td>\$ 32,781</td> </tr> <tr> <td>3000-3999</td> <td>\$ 13,538</td> </tr> <tr> <td>4000-4999</td> <td>\$ 2,864</td> </tr> <tr> <td>5000-5999</td> <td>\$ 83,090</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 132,273</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>\$ 132,273</td> </tr> </tbody> </table>	Sum of Estimated Actuals			Source	Object Code	Total	LCFF S/C	2000-2999	\$ 32,781	3000-3999	\$ 13,538	4000-4999	\$ 2,864	5000-5999	\$ 83,090	LCFF S/C Total		\$ 132,273	Grand Total		\$ 132,273
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Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

e. 5000-5999

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

a. Increase access to Resource Center supports and services by providing bus passes to qualifying students

a. Increased access to Resource Center supports and services by providing bus passes to qualifying students

a. \$500

Sum of Estimated Actuals		
Source	Object Code	Total
LCFF S/C	5000-5999	\$ 302
LCFF S/C Total		\$ 302
Title I	4000-4999	\$ 2,422
Title I Total		\$ 2,422
Grand Total		\$ 2,724

a. Title I

Included in table above

a. 4000-4999

Included in table above

Analysis

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

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

The school provides innovative and engaging Resource Centers that are based in the communities in which students and families live and work. The school will continue to improve and increase opportunities for parent engagement in the instructional program. The school will continue to focus on innovation and Resource Center design to promote engagement.

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

Students and families report opportunities to be involved in the instructional program. Student participation and retention rates reflect high levels of engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

The school will focus on providing meaningful opportunities for parent and community engagement.

Stakeholder Engagement

LCAP Year: 2019-2020

Involvement Process for LCAP and Annual Update

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

All stakeholders of the school had representatives involved in the development of the 2019-20 LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the LCAP. Stakeholder involvement contributes to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation.

Date(s)	Stakeholder Type	Involvement Method
July 24, 2018- July 26, 2018	Leadership Team	Leadership Team Strategic Planning Sessions
August 28, 2018- August 29, 2018	School Faculty and Staff	Annual Symposium
September 4, 2018- September 28, 2018	Parents	Parent Conferences & Home Visits (FSC)

September 13, 2018	Homeless and Foster Youth Community	Joint Homeless & AB Foster Care Liaison Meeting
September 21, 2018	School Faculty and Staff	Faculty & Office Meeting
October 2, 2018	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
October 2, 2018- October 10, 2018	Students and Parents	Open House Events
October 2, 2018- October 10, 2018	Students and Parents	Engagement Survey (Fall)
October 12, 2018	Special Education Community	Special Education Department Meeting
October 18, 2018	School Board and Community	School Board Meeting
October 25, 2018	Instructional Leadership Team	Leadership Team Meeting and Instructional Data Analysis
November 2, 2018	English Learner Community	ELAC Meeting and LCAP Needs Assessment

November 12, 2018	School Community: Parents, Students, Teachers, Staff	School Council Meeting
November 15, 2018	Instructional Staff	Instructional Meeting
December 7, 2018	School Faculty & Staff	Faculty Meeting & LCAP Needs Assessment
December 14, 2018	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
January 16, 2019	Instructional Staff	Instructional Meeting
January 22, 2019	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting
January 22, 2019- January 31, 2019	Parents and Students	Parent Conferences and LCAP Needs Assessment
January 23, 2019	Leadership Team	Leadership Team Strategic Planning Sessions
January 29, 2019	Homeless and Foster Youth Community	Joint Homeless/Foster Youth Liaison Meeting and Needs Assessment

February 9, 2019	Teachers and Instructional Staff	Instructional Meeting
February 12, 2019- February 15, 2019	Parents and Students	LCAP Progress Report Posting/Mailing
February 21, 2019	School Board and Community	School Board Meeting and LCAP Progress Report
February 22, 2019	English Learner Community	ELAC Meeting and LCAP Needs Assessment
March 5, 2019- March 13, 2019	Parents and Students	Senior Night Events
March 5, 2019- March 21, 2019	Parents and Students	Engagement Survey (Spring)
March 15, 2019	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
April 2, 2019	School Community: Parents, Students, Teachers, Staff	School Council Meeting
April 9, 2019	Special Education Community: Parents	Community Advisory Committee (CAC) Meeting

April 17, 2019	Leadership Team	Leadership Team Meeting & LCAP Needs Assessment
May 20, 2019-June 25, 2019	Parents and Students	Parent Conferences and LCAP Survey Input
May 30, 2019-May 31, 2019	Leadership Team	LCAP Development Team Meetings
June 3, 2019- June 17, 2019	Parents and Community Members	LCAP Draft & Input Request and Outreach
June 20, 2019	School Board and Community	School Board Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Top Priorities Identified By Stakeholders and LCAP Goals Actions & Services

Curriculum and Instruction

Strengths: Pathways Personalized Education Plan (PPEP), Edgenuity courses, Achieve 3000, CTE Pathways, and My Path Courses

To Increase and Improve Services for Unduplicated Student Groups: Altus Connect Program, Math tutoring services

Addressed in LCAP: Goal 1 Actions and Services, Goal 2 Actions and Services

Professional Learning

Strengths: Altus University, Trauma Informed Practices, Career Week, Homeless & Foster Youth Liaison

To Increase and Improve Services for Unduplicated Student Groups: Math and Instructional Practices, Mental Health for Youth
Addressed in LCAP: Goal 3 Actions and Services

Assessment and Accountability

Strengths: Illuminate, Data Integration Systems Department, Storybook, Flexible Testing Calendars

To Increase and Improve Services for Unduplicated Student Groups: ELPAC skill training for students, SBAC UDA training for students
Addressed in LCAP: Goal 1 Actions and Services, Goal 3 Actions and Services

School Culture and Learning Environment

Strengths: Student- teacher relationships, One-on-One and small group learning, Resource Center design, home visits and intervention process

To Increase and Improve Services for Unduplicated Student Groups: Social Work Program, Bus Pass Program, and Nutrition Program
Addressed in LCAP: Goal 4 Actions and Services, Goal 5 Actions and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

To Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

More than 70% of students attending the school qualify as "high risk" based on the DASS criteria. The school's data also indicates that students who enroll are behind in ELA by an average of 2-3 grade levels and 3-4 grade levels behind in math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Achieve graduation rate "medium" performance level or increase by 3%+	N/A	All: 62.7% SEDA: 58.3% EL: 59.1% FY: n/a SWD: 54.5%	Data Not Yet Available	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%	86.5% (2016-17)	87%	All: 89.0% SEDA: 87.2% EL: 89.8% FY: 62.2% SWD: 90.0%	
SBA in Math Distance to Level 3 overall and unduplicated student groups will achieve "medium" performance status or increase by 3 points	2016-17 Math: 21.66%	<u>Grades 3-8</u> All: -77.73 SEDA: -103.89 EL: -154.43 FY: N/A SWD: -165.19 <u>Grade 11</u> All: -31.23 SEDA: -54.67 EL: N/A FY: N/A SWD: -60.60	Data Not Yet Reported	
SBA Math proficiency rates will demonstrate school wide achievement that reflects \geq the math proficiency rates of schools	N/A	N/A	New Measure	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students would otherwise attend (local DASS schools)				
SBA in ELA Distance to Level 3 overall and unduplicated student groups will achieve "medium" performance status or increase by 3 points	2016-17 ELA: 47.44%	<u>Grade 3-8</u> All: -36.83 SEDA: -62.00 EL: -120.29 FY: N/A SWD: -116.69 <u>Grade 11</u> All: 64.77 SEDA: 41.56 EL: N/A FY: N/A SWD: 65.00	Data Not Yet Reported	
SBA ELA proficiency rates will demonstrate school wide achievement that reflects \geq the math proficiency rates of schools students would otherwise attend (local DASS schools)	N/A	N/A	New Measure	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%	Reading: 60% Language: 60% Math: 60%	Reading: 62% Language: 62% Math: 55%	All:R:78%/L: 73%/M: 73% SEDA: R: 80%/L:71%/M: 74% EL: R: 86%/L: 67%/M: 79% FY: N/A SWD: R: 72%/L: 87%/M: 79%	
Establish accurate baseline for EL Reclassification rates based on updated assessment model and timeline	N/A	N/A	0%* Transition year	
Maintain ELPAC Level 3 and Level 4 Performance Levels at or above 75% <u>or</u> increase percent of students scoring at level 4 by 3%	N/A	N/A	L4+L3: 71.5% L4: 30.4% L3: 41.1% L2: 21.4% L1: 7.1%	
Maintain a dropout rate of 5% or less	1.4% (16-17 Verified Drop Out Rate)	1.4% (16-17 Verified Drop Out Rate)	Data Not Yet Reported	
90% of students will gain in their ability to learn and	96%	96%	94%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
succeed in school within 90 days of enrollment				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Base Program** for All Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Data and Measures of Student Achievement

- a. Collect, analyze and disseminate key performance measures aligned to student achievement and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

publish in The Storybook (monthly, annually)

- b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- c. Provide training on computer-based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

Intervention and Student Support

- d. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- e. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals
- f. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))
- g. Refine the implementation of the Intervention and Diversion

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school
h. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

N/A

N/A

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Implement the web-based NWEA system, administer Pre- and Post-Assessments, analyze and report student group results to best inform

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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Curriculum, Instruction and Professional Learning Systems and close the achievement gaps
b. LPSG: Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap
c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners
d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students
e. Use Naviance Program to support the successful post-secondary planning of students who are high risk and/or disadvantaged
f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20																																																								
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 1.2</th> </tr> </thead> <tbody> <tr> <td rowspan="5">LCFF S/C</td> <td>1000-1999</td> <td>\$ 48,604</td> </tr> <tr> <td>2000-2999</td> <td>\$ 56,216</td> </tr> <tr> <td>3000-3999</td> <td>\$ 50,526</td> </tr> <tr> <td>4000-4999</td> <td>\$ 6,000</td> </tr> <tr> <td>5000-5999</td> <td>\$ 2,500</td> </tr> <tr> <td>LCFF S/C Total</td> <td></td> <td>\$ 163,846</td> </tr> <tr> <td>LPSBG</td> <td>5000-5999</td> <td>\$ 3,364</td> </tr> <tr> <td>LPSBG Total</td> <td></td> <td>\$ 3,364</td> </tr> <tr> <td rowspan="2">SPED</td> <td>1000-1999</td> <td>\$ 7,435</td> </tr> <tr> <td>3000-3999</td> <td>\$ 2,925</td> </tr> <tr> <td>SPED Total</td> <td></td> <td>\$ 10,360</td> </tr> <tr> <td>TITLE I</td> <td>5000-5999</td> <td>\$ 9,888</td> </tr> <tr> <td>TITLE I Total</td> <td></td> <td>\$ 9,888</td> </tr> <tr> <td rowspan="2">TITLE IV</td> <td>1000-1999</td> <td>\$ 852</td> </tr> <tr> <td>3000-3999</td> <td>\$ 275</td> </tr> <tr> <td>TITLE IV Total</td> <td></td> <td>\$ 1,127</td> </tr> <tr> <td rowspan="2">ESSA: CSI</td> <td>1000-1999</td> <td>\$ 2,365</td> </tr> <tr> <td>3000-3999</td> <td>\$ 823</td> </tr> <tr> <td>ESSA: CSI Total</td> <td></td> <td>\$ 3,188</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>\$ 191,773</td> </tr> </tbody> </table>	Source	Object Code	Goal 1.2	LCFF S/C	1000-1999	\$ 48,604	2000-2999	\$ 56,216	3000-3999	\$ 50,526	4000-4999	\$ 6,000	5000-5999	\$ 2,500	LCFF S/C Total		\$ 163,846	LPSBG	5000-5999	\$ 3,364	LPSBG Total		\$ 3,364	SPED	1000-1999	\$ 7,435	3000-3999	\$ 2,925	SPED Total		\$ 10,360	TITLE I	5000-5999	\$ 9,888	TITLE I Total		\$ 9,888	TITLE IV	1000-1999	\$ 852	3000-3999	\$ 275	TITLE IV Total		\$ 1,127	ESSA: CSI	1000-1999	\$ 2,365	3000-3999	\$ 823	ESSA: CSI Total		\$ 3,188	Grand Total		\$ 191,773
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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Provide supplemental tutoring in Math to qualifying students to close the achievement gap
- b. Enhance the SIS Parent Portal to create Score Reports to increase parent access to Assessment data, Instructional results, and student progress
- c. CSI: Provide Math and ELA coaching and tutoring for students in grade 12
- d. CSI: Increase counselor role to provide additional monitoring and intervention for students in grade 12
- e. CSI: Enhance School Pathways SIS system features to effectively monitor grade 12 student progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																																									
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 1.3</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td></td> <td>\$ 67,650</td> </tr> <tr> <td rowspan="2">LCFF S/C</td> <td>2000-2999</td> <td>\$ 20,093</td> </tr> <tr> <td>3000-3999</td> <td>\$ 5,399</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 25,492</td> </tr> <tr> <td rowspan="2">SPED</td> <td>2000-2999</td> <td>\$ 12,891</td> </tr> <tr> <td>3000-3999</td> <td>\$ 3,350</td> </tr> <tr> <td colspan="2">SPED Total</td> <td>\$ 16,241</td> </tr> <tr> <td>TITLE I</td> <td>5000-5999</td> <td>\$ 38,356</td> </tr> <tr> <td colspan="2">TITLE I Total</td> <td>\$ 38,356</td> </tr> <tr> <td rowspan="3">ESSA: CSI</td> <td>1000-1999</td> <td>\$ 3,579</td> </tr> <tr> <td>3000-3999</td> <td>\$ 948</td> </tr> <tr> <td>5000-5999</td> <td>\$ 120,995</td> </tr> <tr> <td colspan="2">ESSA: CSI Total</td> <td>\$ 125,522</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 273,261</td> </tr> </tbody> </table>	Source	Object Code	Goal 1.3	LCFF BASE		\$ 67,650	LCFF S/C	2000-2999	\$ 20,093	3000-3999	\$ 5,399	LCFF S/C Total		\$ 25,492	SPED	2000-2999	\$ 12,891	3000-3999	\$ 3,350	SPED Total		\$ 16,241	TITLE I	5000-5999	\$ 38,356	TITLE I Total		\$ 38,356	ESSA: CSI	1000-1999	\$ 3,579	3000-3999	\$ 948	5000-5999	\$ 120,995	ESSA: CSI Total		\$ 125,522	Grand Total		\$ 273,261
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Source	N/A	N/A	Included in table above																																									
Budget Reference	N/A	N/A	Included in table above																																									

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

The school will provide equitable access to rigorous, standards aligned courses for all students with a quality post-secondary plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain percentage of CCSS aligned courses at 100%	100%	100%	Percentage of CCSS aligned courses: 100%	
Increase the percentage of NGSS aligned Science courses to 100%	0%	40%	Percentage of NGSS aligned courses: 50%	
Maintain percentage of ELD aligned ELA courses at 100%	100%	100%	Percentage of ELD aligned ELA courses: 100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase percentage of ELD aligned History/Social Science courses to 100%	0%	40%	Percentage of ELD aligned History/Social Science courses: 100%	
100% of core courses are supervised by high quality, credentialed teachers	100%	100%	Percentage of core courses are supervised by high quality, credentialed teachers: 100%	
Maintain 100% UC A-G approval rate for core courses	100%	100%	UC A-G approval rate for core courses:100%	
Maintain 100% NCAA approval rate for core courses	100%	100%	NCAA approval rate for core courses:100%	
Maintain advanced course offerings including Honors and AP courses	8 HNR, 2 ACC, 10AP	8 HNR, 2 ACC, 10AP	Advanced course offering list (Honors and AP courses): 100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain state approval status of established CTE Pathways	0	4	State approval status of established CTE Pathways: 100%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Base Program** for All Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Pathways and College and Career Readiness

- a. Align CTE Curriculum to CTE Model Standards--Business Careers 1, 2 (exploratory)
-Service Learning 1, 2(exploratory)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(This cell is currently empty)

(This cell is currently empty)

- Work Experience 1, 2, 3, 4 (exploratory)
- Intro to Parenting (child dev)
- Parenthood Ed (child dev)
- Psychology (child dev)
- Intro to Military Science (pub services)
- b. Create Work Based Learning-School Curriculum Crosswalk
- c. Create digital portfolios in capstone courses
- d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness
- e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement
- f. Enhance ELD program to include course offerings and instructional practices that promote literacy development
- g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs

Standards Aligned Course of Study and Curriculum

- h. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD),

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements</p> <ul style="list-style-type: none">i. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)j. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for SWD and students with multiple learning stylesk. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all studentsl. Create ELD ELA course pathway that is UC a-g approved

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																											
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 2.1</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td></td> <td>\$ 224,807</td> </tr> <tr> <td rowspan="2">SPED</td> <td>1000-1999</td> <td>\$ 6,750</td> </tr> <tr> <td>3000-3999</td> <td>\$ 2,792</td> </tr> <tr> <td colspan="2">SPED Total</td> <td>\$ 9,542</td> </tr> <tr> <td rowspan="3">TITLE II</td> <td>1000-1999</td> <td>\$ 1,525</td> </tr> <tr> <td>3000-3999</td> <td>\$ 498</td> </tr> <tr> <td>5000-5999</td> <td>\$ 5,000</td> </tr> <tr> <td colspan="2">TITLE II Total</td> <td>\$ 7,023</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 241,372</td> </tr> </tbody> </table>	Source	Object Code	Goal 2.1	LCFF BASE		\$ 224,807	SPED	1000-1999	\$ 6,750	3000-3999	\$ 2,792	SPED Total		\$ 9,542	TITLE II	1000-1999	\$ 1,525	3000-3999	\$ 498	5000-5999	\$ 5,000	TITLE II Total		\$ 7,023	Grand Total		\$ 241,372
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Budget Reference	N/A	N/A	Included in table above																											

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

- a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students
- b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL
- d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program
- e. LPSG: Implement WRITE INSTITUTE- The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		serves as a foundation for 21st Century Learning Skills.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20																						
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 2.2</th> </tr> </thead> <tbody> <tr> <td rowspan="2">LCFF S/C</td> <td>4000-4999</td> <td>\$ 12,393</td> </tr> <tr> <td>5000-5999</td> <td>\$ 55,000</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 67,393</td> </tr> <tr> <td rowspan="2">TITLE III</td> <td>4000-4999</td> <td>\$ 947</td> </tr> <tr> <td>5000-5999</td> <td>\$ 2,457</td> </tr> <tr> <td colspan="2">TITLE III Total</td> <td>\$ 3,404</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 70,797</td> </tr> </tbody> </table>	Source	Object Code	Goal 2.2	LCFF S/C	4000-4999	\$ 12,393	5000-5999	\$ 55,000	LCFF S/C Total		\$ 67,393	TITLE III	4000-4999	\$ 947	5000-5999	\$ 2,457	TITLE III Total		\$ 3,404	Grand Total		\$ 70,797
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Budget Reference	N/A	N/A	Included in table above																						

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Low Income, Foster Youth, English Learners

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

- a. Provide supplemental curriculum for ELs and LI students though "MyPath" and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap
- b. Customize curriculum with supplemental resources to increase student access to the core curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																		
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 2.3</th> </tr> </thead> <tbody> <tr> <td>TITLE I</td> <td>4000-4999</td> <td>\$ 5,284</td> </tr> <tr> <td>TITLE I Total</td> <td></td> <td>\$ 5,284</td> </tr> <tr> <td>TITLE III</td> <td>4000-4999</td> <td>\$ 1,082</td> </tr> <tr> <td>TITLE III Total</td> <td></td> <td>\$ 1,082</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>\$ 6,366</td> </tr> </tbody> </table>	Source	Object Code	Goal 2.3	TITLE I	4000-4999	\$ 5,284	TITLE I Total		\$ 5,284	TITLE III	4000-4999	\$ 1,082	TITLE III Total		\$ 1,082	Grand Total		\$ 6,366
Source	Object Code	Goal 2.3																			
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TITLE III Total		\$ 1,082																			
Grand Total		\$ 6,366																			
Source	N/A	N/A	Included in table above																		
Budget Reference	N/A	N/A	Included in table above																		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8

Local Priorities: Strategic Initiatives: 5 & 6

Identified Need:

Teachers need high quality professional development and training to facilitate and support the academic achievement of all students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math	100%	100%	Math: 88.2% ELA, 100%	
100% of teachers will participate in at least 60 hours of professional development	100%	100%	100% : Average teacher Professional Development Hours: 79	
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	90%	90%	97.4%	
95% Student/Parent Surveys will reflect high teacher satisfaction rate	Students: 100% Parents: 100%	Students: 100% Parents: 100%	P: 99.2% S: 99.1%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Base Program** for All Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards
- b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS)
- c. Increase teachers' mastery of differentiation of instruction for all learners, including SWD through Neurodevelopmental Strengths

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>Based Teaching and Learning Certification</p> <p>d. Provide CTE Professional Development in key Industry Sectors and Externships</p> <p>e. Altus University courses provided to increase capacity though Leadership Studies and Fellows Project</p> <p>f. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																											
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 3.1</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td></td> <td>\$ 72,638</td> </tr> <tr> <td>LCFF S/C</td> <td>5000-5999</td> <td>\$ 10,000</td> </tr> <tr> <td>LCFF S/C Total</td> <td></td> <td>\$ 10,000</td> </tr> <tr> <td>TITLE II</td> <td>1000-1999</td> <td>\$ 799</td> </tr> <tr> <td></td> <td>3000-3999</td> <td>\$ 269</td> </tr> <tr> <td></td> <td>5000-5999</td> <td>\$ 1,585</td> </tr> <tr> <td>TITLE II Total</td> <td></td> <td>\$ 2,653</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>\$ 85,291</td> </tr> </tbody> </table>	Source	Object Code	Goal 3.1	LCFF BASE		\$ 72,638	LCFF S/C	5000-5999	\$ 10,000	LCFF S/C Total		\$ 10,000	TITLE II	1000-1999	\$ 799		3000-3999	\$ 269		5000-5999	\$ 1,585	TITLE II Total		\$ 2,653	Grand Total		\$ 85,291
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Grand Total		\$ 85,291																												
Source	N/A	N/A	Included in table above																											
Budget Reference	N/A	N/A	Included in table above																											

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
- c. Math specialist to provide additional support & professional

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups</p> <ul style="list-style-type: none">d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessmente. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)f. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute two-day institute for K-12 teacher leaders and administrators. The school will collaborate with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																																
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 3.2</th> </tr> </thead> <tbody> <tr> <td rowspan="3">LCFF S/C</td> <td>1000-1999</td> <td>\$ 10,692</td> </tr> <tr> <td>3000-3999</td> <td>\$ 3,573</td> </tr> <tr> <td>5000-5999</td> <td>\$ 12,000</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 26,265</td> </tr> <tr> <td rowspan="2">TITLE IV</td> <td>1000-1999</td> <td>\$ 170</td> </tr> <tr> <td>3000-3999</td> <td>\$ 55</td> </tr> <tr> <td colspan="2">TITLE IV Total</td> <td>\$ 225</td> </tr> <tr> <td rowspan="2">TITLE II</td> <td>1000-1999</td> <td>\$ 1,875</td> </tr> <tr> <td>3000-3999</td> <td>\$ 658</td> </tr> <tr> <td colspan="2">TITLE II Total</td> <td>\$ 2,533</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 29,023</td> </tr> </tbody> </table>	Source	Object Code	Goal 3.2	LCFF S/C	1000-1999	\$ 10,692	3000-3999	\$ 3,573	5000-5999	\$ 12,000	LCFF S/C Total		\$ 26,265	TITLE IV	1000-1999	\$ 170	3000-3999	\$ 55	TITLE IV Total		\$ 225	TITLE II	1000-1999	\$ 1,875	3000-3999	\$ 658	TITLE II Total		\$ 2,533	Grand Total		\$ 29,023
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Budget Reference	N/A	N/A	Included in table above																																

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

- a. Expand Altus University to include a specialized branch of “Parent University” to provide accessible, relevant, and engaging courses and training opportunities for parent partners
- b. CSI: Train Math and ELA Coaches in SRSD Model principles
- c. CSI: Train Counselors in Check & Connect Model principles
- d. CSI: Provide professional development focused on graduation strategies and supporting successful student outcomes

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount

N/A

N/A

Source	Object Code	Goal 3.3
LCFF BASE		\$ 436
TITLE IV	1000-1999	\$ 170
	3000-3999	\$ 55
TITLE IV Total		\$ 225
TITLE II	1000-1999	\$ 41
	3000-3999	\$ 13
TITLE II Total		\$ 54
LCFF BASE	3000-3999	\$ 142
LCFF BASE Total		\$ 142
Grand Total		\$ 857

Source

N/A

N/A

Included in table above

Budget Reference

N/A

N/A

Included in table above

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6
 Local Priorities: Strategic Initiatives: 3, 10

Identified Need:

Parents, students, and staff’s primary need is that the school to provide a safe, distraction free, professional learning environment that promotes student learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a suspension rate at 1.5% or less	.13%	.1%	0%	
Maintain an expulsion rate at 1% or less	0%	0%	0%	
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Students: 100% Parents: 100%	Students: 100% Parents: 100%	P: 99% S: 98%	
Maintain a compliant School Safety Plan	Compliant Rating	Compliant Rating	Compliant Rating	

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Base Program** for All Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Safe Schools

- a. Update and monitor effective School Safety Plan
- b. School Safety Committee to implement the School Safety Plan
- c. Training and resources provided to ensure staff are informed, prepared, and compliant
- d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)
- e. Provide nursing services to support student social-emotional health and well-being
- f. Provide parents and students with opportunities for input into safety planning
- g. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Goal Writing trainings for Special Education staff.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20																	
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 4.1</th> </tr> </thead> <tbody> <tr> <td>LCFF BASE</td> <td></td> <td>\$ 182,935</td> </tr> <tr> <td rowspan="2">SPED</td> <td>2000-2999</td> <td>\$ 230</td> </tr> <tr> <td>3000-3999</td> <td>\$ 183</td> </tr> <tr> <td colspan="2">SPED Total</td> <td>\$ 413</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 183,348</td> </tr> </tbody> </table>	Source	Object Code	Goal 4.1	LCFF BASE		\$ 182,935	SPED	2000-2999	\$ 230	3000-3999	\$ 183	SPED Total		\$ 413	Grand Total		\$ 183,348
Source	Object Code	Goal 4.1																		
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Source	N/A	N/A	Included in table above																	
Budget Reference	N/A	N/A	Included in table above																	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Social, Emotional, and Behavioral Support Systems

- a. Expand School Social Work Services to include intern program and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals
- b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement
- c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability
- d. Provide a Nutrition Program qualifying students
- e. Utilize Backboard Systems as a safety communication tool

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																										
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 4.2</th> </tr> </thead> <tbody> <tr> <td rowspan="4">LCFF S/C</td> <td>1000-1999</td> <td>\$ 138,499</td> </tr> <tr> <td>3000-3999</td> <td>\$ 49,990</td> </tr> <tr> <td>4000-4999</td> <td>\$ 50,900</td> </tr> <tr> <td>5000-5999</td> <td>\$ 5,200</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 244,589</td> </tr> <tr> <td rowspan="2">ESSA: CSI</td> <td>1000-1999</td> <td>\$ 7,882</td> </tr> <tr> <td>3000-3999</td> <td>\$ 2,745</td> </tr> <tr> <td colspan="2">ESSA: CSI Total</td> <td>\$ 10,627</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>\$ 255,216</td> </tr> </tbody> </table>	Source	Object Code	Goal 4.2	LCFF S/C	1000-1999	\$ 138,499	3000-3999	\$ 49,990	4000-4999	\$ 50,900	5000-5999	\$ 5,200	LCFF S/C Total		\$ 244,589	ESSA: CSI	1000-1999	\$ 7,882	3000-3999	\$ 2,745	ESSA: CSI Total		\$ 10,627	Grand Total		\$ 255,216
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Source	N/A	N/A	Included in table above																										
Budget Reference	N/A	N/A	Included in table above																										

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

Local Priorities: Strategic Initiatives: 1, 2, 3, 9, & 11

Identified Need:

Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain formal partnerships with community based organizations	20	20	20	
Receive School Facility Good Repair Status of "good" or "exemplary"	Status of "good"	Status of "good"	Status of "good"	
Promote monthly formal opportunities for parent engagement	New measure	1 formal engagement event/opportunity each month = 12 for year	12	
90% of parents will report that Resource Centers engage students	New measure	100%	99%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in innovative learning opportunities				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Base Program** for All Students

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Student, Parent, and Community Engagement

- a. Create formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships)
- b. Provide opportunities for students, parents, and community members

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(This column is currently blank.)

(This column is currently blank.)

to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems

- c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement
- e. Design facilities to meet the “best practices” standards for NGSS lab work
- f. Enhance website features and content to provide accurate and timely information to parents and community members.
- g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)
- h. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program
- i. Provide translated materials and resources for parents/guardians of ELs

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<ul style="list-style-type: none"> j. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers k. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee participation opportunities for parents of SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																														
Amount	N/A	N/A	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c6e0b4;"> <th>Source</th> <th>Object Code</th> <th>Goal 5.1</th> </tr> </thead> <tbody> <tr> <td rowspan="2">LCFF BASE</td> <td>4000-4999</td> <td>\$ 71,000</td> </tr> <tr> <td>5000-5999</td> <td>\$ 504,000</td> </tr> <tr style="background-color: #c6e0b4;"> <td colspan="2">LCFF BASE Total</td> <td>\$ 575,000</td> </tr> <tr> <td rowspan="3">LCFF S/C</td> <td>1000-1999</td> <td>\$ 114,385</td> </tr> <tr> <td>2000-2999</td> <td>\$ 68,233</td> </tr> <tr> <td>3000-3999</td> <td>\$ 57,488</td> </tr> <tr style="background-color: #c6e0b4;"> <td colspan="2">LCFF S/C Total</td> <td>\$ 240,106</td> </tr> <tr> <td>CLEAN ENERGY</td> <td>5000-5999</td> <td>\$ 48,511</td> </tr> <tr style="background-color: #c6e0b4;"> <td colspan="2">CLEAN ENERGY Total</td> <td>\$ 48,511</td> </tr> <tr style="background-color: #c6e0b4;"> <td colspan="2">Grand Total</td> <td>\$ 863,617</td> </tr> </tbody> </table>	Source	Object Code	Goal 5.1	LCFF BASE	4000-4999	\$ 71,000	5000-5999	\$ 504,000	LCFF BASE Total		\$ 575,000	LCFF S/C	1000-1999	\$ 114,385	2000-2999	\$ 68,233	3000-3999	\$ 57,488	LCFF S/C Total		\$ 240,106	CLEAN ENERGY	5000-5999	\$ 48,511	CLEAN ENERGY Total		\$ 48,511	Grand Total		\$ 863,617
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Source	N/A	N/A	Included in table above																														
Budget Reference	N/A	N/A	Included in table above																														

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

N/A

Select from New, Modified, or Unchanged for 2018-19

N/A

Select from New, Modified, or Unchanged for 2019-20

Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

- a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning
- b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20																
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 5.2</th> </tr> </thead> <tbody> <tr> <td rowspan="3">LCFF S/C</td> <td>2000-2999</td> <td>\$ 18,359</td> </tr> <tr> <td>3000-3999</td> <td>\$ 7,904</td> </tr> <tr> <td>5000-5999</td> <td>\$ 90,403</td> </tr> <tr> <td colspan="2">LCFF S/C Total</td> <td>\$ 116,666</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>\$ 116,666</td> </tr> </tbody> </table>	Source	Object Code	Goal 5.2	LCFF S/C	2000-2999	\$ 18,359	3000-3999	\$ 7,904	5000-5999	\$ 90,403	LCFF S/C Total		\$ 116,666	Grand Total		\$ 116,666
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Source	N/A	N/A	Included in table above																
Budget Reference	N/A	N/A	Included in table above																

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income, Foster Youth, English Learners

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

N/A

Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

a. Increase access to Resource Center supports and services by providing bus passes to qualifying students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20												
Amount	N/A	N/A	<table border="1"> <thead> <tr> <th>Source</th> <th>Object Code</th> <th>Goal 5.3</th> </tr> </thead> <tbody> <tr> <td>TITLE I</td> <td>4000-4999</td> <td>\$ 2,646</td> </tr> <tr> <td>TITLE I Total</td> <td></td> <td>\$ 2,646</td> </tr> <tr> <td>Grand Total</td> <td></td> <td>\$ 2,646</td> </tr> </tbody> </table>	Source	Object Code	Goal 5.3	TITLE I	4000-4999	\$ 2,646	TITLE I Total		\$ 2,646	Grand Total		\$ 2,646
Source	Object Code	Goal 5.3													
TITLE I	4000-4999	\$ 2,646													
TITLE I Total		\$ 2,646													
Grand Total		\$ 2,646													
Source	N/A	N/A	Included in table above												
Budget Reference	N/A	N/A	Included in table above												

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 887,157

15.88 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2019-20 LCAP outlines the following key actions/services that will increase student group achievement:

Instruction

- Improve data driven instruction with Illuminate, NWEA MAP and Naviance
- Enhance school's ability to assess and monitor all students' and student group progress and proficiency with Data Integration Systems
- Improve support for and services for instructional departments for ELs through the focused work of the English Learner Achievement Department (ELAD)

Curriculum

- Increase technology access and blended learning opportunities: Connect Program
- Pathways Learning Lead position to increase access and opportunity for all Pathways
- Enhance Curriculum with literacy programs: Achieve 3000, BrainPOP ESL
- Improve literacy integration across all core curriculum in coordination

Professional Learning

- Math Specialist to increase student achievement
- Improve Professional Learning to include Trauma Informed Practices (TIPS), LEC, GATE

Culture and Safety

- Implement a Nutrition Program to improve learning outcomes
- Provide a Leadership and Character Development Program: Cadet Corps
- Improve social, emotional, and behavioral supports for students: Social Work Program

Community Connectedness

- Implement a Bus Pass Program to increase access to the Resource Center and instructional supports
- Implement a Marketing Plan to increase awareness and connection to community as a school of choice

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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

LEA name:

Audeo Charter School

CDS code:

37-68338-3731395

Link to the LCAP:

(optional)

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 II, PART A
TITLE III, 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.

The school's LCAP highlights the school's priority to transform student lives. The LCAP development cycle is anchored in a meaningful process of stakeholder engagement, a comprehensive Needs Assessment, and Strategic Planning. Each year, the School's Leadership Team conducts a comprehensive review of the school's strengths, weaknesses, opportunities and threats based upon input from stakeholders. This input includes student outcome data, finance data, enrollment information, curriculum data, workforce qualification, technology and safety data, and staff, parent, and student survey results. This review also includes an analysis of performance over the past year(s), including the status of Strategic Initiative Goals and Action Plans, LCAP Goals and Action Plans and WASC Goals and Action Plans.

Based upon this review, the Leadership Team revisits and updates the school's Vision, Mission and Values and its Core Competency. The Senior Leaders identify Strategic Initiatives to be implemented for the school year, and determines action plans, targets and champions for each action. The Board of Directors reviews the Strategic Plan and the LCAP and approves the budget to support ongoing improvement.

Vision Statement

The educational community known as Audeo Charter School is committed to the development of a personalized instructional program with intensive parental involvement that demonstrates positive outcomes for each student.

Audeo is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform.

Audeo is committed to collaborative efforts to improve the quality of life for students, their families, its employees, and Southern California.

Mission Statement

Audeo Charter School will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Basic Values

-Kids come first.

-Education at Audeo is personalized, individualized, and high quality.

-Audeo is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.

-Audeo is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and how students learn.

-Audeo employees are accountable for their work.

-People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performances and commitment to the vision of Audeo.

-Audeo is committed to improving the quality of life for students, their families, and the community at large.

-Audeo uses business principles in managing the school.

The school aligns its vision for teaching and learning with state and local priorities in five overarching LCAP goals. These goals articulate a systems approach to improving educational outcomes for all students:

Goal 1 Focuses on Increasing Student Achievement as a DASS School

This goal articulates the data-driven Instructional Program that is centered around the Pathways Personalized Education Plan (PPEP) and a Multi-Tiered System of Support (MTSS).

Goal 2 Focuses on Providing a Standards-Based Broad and Rigorous Course of Study

This goal articulates the school's customized Blended Learning and Career Technical Education (CTE) programs that incorporates remediation and recovery courses as well as honors, advanced and AP courses. The school customizes course plans and curriculum to meet the needs and goals of each individual student. Courses are standards-aligned and UC a-g approved.

Goal 3 Focuses on a Professional Learning System

This goal articulates the Altus University system of professional learning and development. Courses are offered for teachers and staff in standards-based curriculum and instruction as well as Gifted and Talented Education (GATE) certification, Leading Edge Certification (LEC), Trauma Informed Practices (TIPS) and Leadership Studies.

Goal 4 Focuses on School Culture and Safety

This goal articulates the key features of a safe and supportive learning environment including: school safety planning, School Social Work services, and character and leadership development for students.

Goal 5 Focuses on Innovation and Community Connectedness

This goal articulates the school's vision for innovative learning environments and approaches to family and community engagement.

The school has clearly defined the base program and a plan for allocating federal funds to supplement and enhance actions & services that serve to increase student achievement. The school has identified key actions & services that support the attainment of each overall goal. State supplemental and concentration funds are allocated to services that are primarily targeted to increase and improve services for Low Income students, English Learners, and Homeless and Foster Youth. Federal funds are allocated to supplemental services and supports that enhance the achievement of historically underperforming students and work toward closing the achievement gap.

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.

The school aligns cycles of continuous improvement that encompasses Strategic Planning, LCAP development, and WASC Self-Study. The school systematically identifies needs, plans for improvement, learns from data, and enacts actions for process improvement. Key features of the Needs Assessment include data analysis and input from all stakeholder groups: parents, students, teachers, staff, leadership team, and community members. The School Site Council analyzes student and school data and provides recommendations for programs and services that federal funds can support. The English Learner Advisory Committee analyzes student and school data and provides recommendations for programs and supports included in the school's English Learner Plan. Teachers and staff engage in ongoing data analysis and provide input into the school's Instructional Plan, curriculum development, and Professional Learning System.

LCAP actions & services are determined by the data analysis, Needs Assessment, and stakeholder input. Actions & services are designed to primarily target historically underperforming student groups and benefit all students. Supplemental services are targeted at closing the achievement gap and increasing outcomes for all students. Each goal is monitored by key performance measures (aligned to state and local initiatives). The school evaluates the effectiveness of actions & services on a monthly, quarterly, and annual basis.

The 2019 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

Goal 1- Increase Student Achievement in Areas Appropriate for a School Participating in the Dashboard Alternative School Status (DASS) Program

Aligned to Strategic Initiatives 4,8 and State Priorities 4,5

Key Actions & Services for All

- Pathways Personalized Education Plan
- The Storybook
- Multi-Tiered System of Supports (MTSS): The Intervention and Diversion Program

Highlights of Increased/Improved Actions & Services

- Data Integration Systems (NWEA, Illuminate, Naviance)
- English Learner Achievement Department (ELAD)

Highlights of Supplemental Actions & Services

- Math Tutoring Focused on Standards & Key Claims and Targets
- CSI: ELA and Math Coaching and Tutoring for Grade 12 Students

Goal 2-Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning, Aligned to CCSS

Aligned to Strategic Initiatives 4, 8 and State Priorities 1, 2, 4, 7

Key Actions & Services for All

- Blended Learning Model with UC/CSU Approved Courses
- Customized Curriculum Design based on Universal Design for Learning (UDL)
- CTE Curriculum Alignment to CTE Model standards
- CTE Certification Programs
- Work-Based Learning Opportunities
- Comprehensive ELD Program
- UC a-g approved ELD ELA Course Pathway

Highlights of Increased/Improved Actions & Services

- Pathways Learning Lead
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL
- Altus Connect Program
- LPSG: WRITE Institute

Highlights of Supplemental Actions & Services

- My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

Goal 3- Provide a Targets and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction

Aligned to Strategic Initiatives 5, 6 and State Priorities 1, 2, 8

Key Actions & Services for All

- Altus University
- CTE Professional Development in Key Industry Sectors and Externships
- Leadership Studies and Altus Fellow Project
- New Teacher Training: Youth Mental Health First Aid Certification
- Verification Process for Specialized Settings (VPSS)

Highlights of Increased/Improved Actions & Services

- Leading Edge Certification (LEC)
- Gifted and Talented Education (GATE) Certification
- Math Specialist
- Trauma Informed Practices (TIPS) Training
- LPSG: WRITE Institute Professional Learning

Highlights of Supplemental Actions & Services

- Altus University Parent University
- CSI: Train ELA and Math Coaches in SRSD principles
- CSI: Train Counselors in Check & Connect principles

Goal 4-Provide a Safe Environment and Supportive School Culture

Aligned to Strategic Initiatives 3, 10 and State Priorities 1, 3, 6

Key Actions & Services for All

- School Safety Committee and Safety Plan
- Health & Nursing Department

Highlights of Increased/Improved Actions & Services

- Social Work Department: Intern Program
- Leadership & Character Development: Cadet Corps
- Nutrition Program

Goal 5-Provide Innovative, Engaging, Community-Based Resource Centers

Aligned to Strategic Initiatives 1,2,3,9,11 and State Priorities 1, 3, 5, 6

Key Actions & Services for All

- CTE Advisory Committee and CTE Industry Partners
- Innovative, Technology-Rich Resource Centers
- Website Enhancements

Highlights of Increased/Improved Actions & Services

-Marketing Plan

Highlights of Supplemental Actions & Services

-Bus Pass Program

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;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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.

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:

Not Applicable to Charter Schools

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:

The school's parent and family engagement strategy is outlined in the school's Parent Involvement Policy, Home-School Compact, and Parent Handbook. The overall strategy centers on collaboration, communication, and capacity building.

The school implements a comprehensive strategy to meaningfully engage parents and families in the school's programs and cycles of continuous improvement. The school partners with parents to create a Pathways Personalized Education Plan for each student. The school builds capacity with parents and families in service of student achievement through parent trainings and parent coaching.

The school schedules Resource Center events that are informative, engaging, and relevant. Parents attend Open House events, College and Career Week, Senior Exhibition Presentations, and Senior Nights.

Teachers and school staff communicate with parents via phone calls, emails, home visits, conferences, and the School Pathways Parent Portal. In addition to semester meetings, parent input is gathered through online surveys, School Site Council meetings, English Learner Advisory Committee, and the Community Advisory Council.

LCAP Goal 5 articulates the actions and services the school will implement to **Provide Innovative, Engaging and Community- Based Resource Centers to Serve Students and Parents**. The school offers formal opportunities for parent engagement on a monthly basis.

LCAP Goal 3 articulates the actions and services that the school will implement to **Provide a Targeted and Data Informed Professional Learning System**. The school offers parent trainings in topics that parents have prioritized in the feedback cycles.

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:

The school provides a comprehensive Multi-tiered System of Supports (MTSS) within its Intervention and Diversion Program. This program proactively identifies and responds to academic, social, emotional, and behavioral challenges that impact learning and well-being. The school gathers, analyzes, and disseminates key performance measures that trigger specific interventions within the system. Key data measures include: attendance, participation, credit completion, behavioral incidents. While all students benefit from the Pathways Personalized Education Plan, the school provides services and supports (directly and/or in partnership with community-based agencies) that address issues such as academic skills gaps, truancy, delinquency, social stressors, and emotional stability. These services include: one-on-one and small group tutoring sessions, social work services, counseling, behavior interventions, health and nursing services, food and housing resources.

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:

The school adheres to all provisions under the federal McKinney-Vento Homeless Assistance Act. The law entitles all homeless students equal access to a free and appropriate public education. The school is required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance, and academic success.

The school has a Homeless Liaison that is trained annually and provides annual training to school staff (enrollment clerks, counselors, support staff), teachers, and school administrators. Trainings are focused on legal requirements, enrollment strategies, credit auditing, provision of transportation and tutoring services.

The school provides the following services and supports for students and families experiencing homelessness:

- Immediate Enrollment
- Customized Course Planning
- Fee waivers
- Transportation
- School Supplies
- Hygiene Kits
- Medical, Dental, Mental Health referrals
- College and Career Counseling
- Trauma Informed Practices (TIPS) for Teachers and Staff
- Social Work Services

The actions and services primarily directed to support homeless students are interwoven throughout each of the school's 5 LCAP Goals.

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:

The Pathways Learning Lead collaborates with the school's leadership team to implement programs that promote College and Career Readiness. The school continues to expand course offering for 4-year College and University, Career Readiness, and Military Pathways programs. The School Implements Career and Technical Education (CTE) Certification Programs aligned to key workforce sectors and student career interests. The school provides comprehensive work-based learning opportunities that include: service learning, internships, externships, and Work Experience Education. The school offers accelerated courses, Honors courses, and Advanced Placement courses. Many students benefit from concurrent enrollment with the Community College District.

The school's strategy to facilitate effective transitions through these programs are articulated in **LCAP Goal 2**.

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:

The school believes that every student is gifted and talented in their own unique way. Through the Pathways Personalized Education Plan (PPEP), students and parents partner with teachers to create a plan that is based on their skills, strengths, interests and goals.

The school acknowledges the importance of engaging gifted learners and providing an enriching academic experience for them to grow and develop. The school provides Gifted and Talented Education (GATE) training and certification for all teachers. Teachers create an Individualized Gate Plan (IGP) for each identified student. The plan includes customized curriculum, differentiation of instruction, and engagement strategies based on Universal Design for Learning (UDL) principles.

The school also acknowledged the importance of digital literacy skills in student achievement. The school promotes 21st century learning and digital literacy with the Pathways e-Portfolio graduation requirement. Students are required to meet specific standards demonstrating digital literacy in this mandatory course.

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:

N/A

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:

The school's LCAP **Goal 3 is to Provide a Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and High Quality Instruction.**

The school's actions and services to ensure goal attainment include trainings through Altus University:

- New Teacher Training Program
- Leadership Studies
- Fellows Program
- Standards-based Curriculum Coaching and Training
- Professional Growth Training
- Educational Technology (Leading Edge Certification)
- Trauma Informed Practices (TIPS)

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:

Not Applicable to Charter Schools

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:

The school supports Title II professional growth and improvement programs' continuous improvement by gathering, analyzing, and disseminating key performance measures to inform the Professional Learning System (Altus University). Key performance measures are linked to the Strategic Initiatives and LCAP Goal Metrics. The data is analyzed by school leadership and provided to teachers and staff monthly, quarterly, and annually. The multiple data points include: student engagement measures (attendance, participation), student achievement measures (formative and summative assessment data), and stakeholder feedback. The data informs the continuous improvement cycle of Plan, Do, Learn, Act (PDLA) within each system: Instruction, Curriculum, Professional Learning, and Culture.

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:

The school's English Learner Achievement Department (ELAD) is overseen by the Special Instructional Services Coordinator and provides professional development to teachers and school staff. The goals of the ELAD are to:

- Enhance and improve implementation of the Designated and Integrated ELD program
- Provide Peer Coaching on Integrated and Designated ELD
- Provide school-wide trainings on essential components of the English Learner Plan
- Highlight instructional best practices with resources and supports
- Increase parent participation in ELAC

The school's Special Instructional Services Coordinator participates in annual English Language Development trainings, collaborates with the County Office of Education on EL Programs to train school leadership team members, school administrators, SSC, and ELAC teams on research-based effective ELD.

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:

The school will provide enhanced instructional opportunities for immigrant children and youth as part of each student's Pathways Personalized Education Plan (PPEP). Instructional opportunities include:

- Small group, differentiated Designated and Integrated ELD instruction
- Customized Designated and Integrated ELD curriculum
- Blended Learning using web-based literacy programs and school-based literacy programs
- Project-based Learning
- Multi-Media Learning

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:

The English Learner Plan outlines the school's approach to providing a comprehensive English language Development (ELD) program that incorporates essential features of Integrated ELD and Designated ELD. The schools' goal for English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Program effectiveness is monitored using assessment data; programs are modified as needed based on information from assessments and instructional team input.

ELs have full access to the school's educational program through Integrated English Language Development (ELD). Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

ELs will participate in Designated ELD and be enrolled in courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. These literacy courses are enhanced with individualized tutoring sessions with an instructional focus on linguistic elements and language communication. The instructional team, including parents, sets proficiency goals for students with measures and benchmarks for achievement.

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:

The school uses multiple key performance metrics to measure English Learner progress and proficiency. The School collects assessment data including: CELDT/ELPAC results, SBA results, NWEA Measures of Academic Performance (MAP) data in standards-based reading and writing, Benchmark reading data (Achieve 3000). This data is recorded and formally analyzed at least 3 times throughout the year to inform the student's Pathways Personalized Education Plan. Each student's curriculum is customized to reflect learning targets, instruction is differentiated to reflect learning style and strengths. The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions through are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

The school's leadership analyzes school-wide data to inform systems:

- Identify instructional needs of EL students
- Inform Designated and Integrated ELD
- Inform Professional Learning System (Altus University)
- Inform the Intervention and Diversion Program

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 school does not receive Title IV, Part A funds at this time.