

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)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Audeo Charter School		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Audeo

Charter School



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 approved by the California Department of Education (CDE) as a state **Alternative School Accountability Model (ASAM) school**. ASAM schools are recognized for serving a unique population and are eligible to participate in ASAM if at least 70% of student enrollment is comprised of high risk groups. CDE defined 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 drop-outs
- Habitual truants
- Habitually insubordinate or disorderly students
- Students retained more than once during grades K-8

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 800 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 3%. 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.

Audeo has served over 1,500 students to date during the 2016-17 school year.

Student Snapshot

427 students enrolled at Audeo Charter School on the CALPADS Census Day of October 5, 2016

Percent of students who qualify as Socially Economically Disadvantages (SED)	67%
Percent of students who qualify as English Learners (EL)	9%
Percent of students who qualify as Homeless and Foster Youth (FY)	2%
Percent of students who qualify for Special Education (SWD)	17%

Audeo has had 110 students successfully complete high school requirements year to date and continues to engage students each day of the year in programs leading to a high school diploma.

LCAP HIGHLIGHTS

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

The 2017 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 an ASAM School

Aligned to Strategic Initiatives 1, 3 and State Priorities 4, 5

Highlights

- Illuminate System
- Multi-tiered System of Supports (MTSS): The Intervention and Diversion Program
- Supplemental tutoring in ELA and Math for qualifying low income students
- Nutrition Program
- Bus Pass Program

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

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

Highlights

- Pathways Learning Lead
- CTE Certification Programs

-Internship and Externship Programs

-Technology and Internet Program

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

Aligned to Strategic Initiatives 1, 7, 11 and State Priorities 1, 2, 8

Highlights

-Leading Edge Certification

-GATE Certification

-Math Specialist

-Leadership Studies

-Trauma Informed Practices for Schools (TIPS)

Goal 4-Provide a Safe Environment and Supportive School Culture

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

Highlights

-Cadet Corps

-Mental Health Crisis Intervention Training

-School Social Work/ School Counseling Services

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

Aligned to Strategic Initiatives 5, 6, 10 and State Priorities 1, 3, 5, 6

Highlights

-Formal, monthly parent engagement opportunities

-Innovative Resource Center redesign

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 an **ASAM School**, Audeo Charter School does not have a Dashboard 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: Months 1-11 Cumulative Participation on Enrollment is 85.4%, an increase of 3.4% from previous year. Months 1-11 Cumulative Credit Completion Rate is 53.5%, an increase of 23.5%.
- Overall, students are demonstrating an increase in achievement related to ELA and math standards: Interim Assessment results reflect 63% of grade 11 students meet or exceed standards in ELA and 42% of grade 11 students meet or exceed standards in math. This is a **potential** increase of 8% in ELA and 20% in math. While the percent of student meeting MAP growth targets in Reading decreased by 5%, Language Usage increased by 11% and Math increased by 15%.
- Students are engaged their PPEP with a relevant and rigorous course of study: The year to date Drop-Out rate is 3%. School enrollment retention rates are at 97% (YTD). 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: 97% 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 48 hours of professional development. 98.5 % Students and 97.5%Parents reported high teacher satisfaction rates.
- Audeo is a safe place for students to learn and teachers to teach: The Suspension rate (YTD) is .13% and the Expulsion rate (YTD) is 0%. 97.7% of students and 100% of parents report satisfaction with safety from Annual Surveys.

The 2017-18 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 LCFF Evaluation Rubrics, 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

Based on Audeo’s review and analysis of performance indicators and metrics aligned to LCAP goals, Audeo’s data reflects a need to continue to focus on improving student achievement in ELA and math, with a focus on the unique needs of English Learners (ELs) and Students with Disabilities (SWD).

Greatest Needs:

- Students at Audeo enroll several grade levels behind in ELA and math skills

and core credits. CAASPP and MAP data reflect the need to increase student proficiency in ELA and math standards-based skills.

- Students with Disabilities (SWD) and English Learners (EL) underperform their peers at Audeo in ELA and math, data reflects the need to increase SWD and EL proficiency in ELA and math standards-based skills.
- With the change in accountability measures, there is no reporting on Annual Measurable Achievement Objectives (AMAO) 1 and AMAO 2. Audeo will need to establish measures to identify EL progress and proficiency in learning English and recalculate the EL Reclassification Rate.

The 2017-18 LCAP actions/ services are designed to address these identified needs. The school is committed to closing the achievement gap and providing students with high quality teachers and learning environments, services, and supports to meet their academic, social-emotional and behavioral needs that impact student achievement.

Referring to the LCFF Evaluation Rubrics, 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

As an ASAM School, Audeo does not have LCFF Evaluation Rubrics. Audeo has identified performance gaps that are detailed in the “Greatest Needs” section of this LCAP.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Audeo 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 2017-18 LCAP outlines the following key actions/services that will increase student group achievement:

- Enhance processes of disaggregating and reporting student group data (Illuminate and Storybook) to make timely data-driven decisions to close the achievement gap
- Provide supplemental tutoring services in ELA and math
- Implement a Nutrition Program
- Implement a Bus Pass Program
- Implement a Technology Access Program
- Enhance the ELD Program with additional courses, resources, and literacy supports
- Enhance course offerings to meet the needs of students in transition, low income students and ELs with MyPath courses and Credit Recovery Courses
- Improve Professional Learning to include parent trainings and Trauma Informed Practices trainings
- Increase counseling services to support social-emotional/behavioral support systems

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$6,059,066
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,465,197

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Operational and administrative cost in the amount of \$1,154,304 and additional contributions to Special Education for \$439,565 are excluded from the LCAP.

\$5,497,149

Annual Update

LCAP Year Reviewed: 2016-2017

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 an Alternative Schools Accountability Model (ASAM) School.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1a.** Increase student participation rate by .5%
- 1b.** Increase student credit completion rate by .5%
- 1c.** Increase percent of students who meet or exceed standards in ELA and Math state assessments by at least 4%
- 1d.** Increase percent of students meeting MAP growth targets by at least 1%
- 1e.** Meet and exceed Annual Measurable Achievement Objectives (AMAO) 1 and AMAO 2 .These measures identify progress and proficiency in learning English
- 1f.** English Learner Reclassification Rate will increase by 1%
- 1g.** Maintain a Drop Out Rate of 5% or less
- 1h.** Increase 5-year, and 6-year cohort graduation rates by 1%
- 1i.** Confidence Surveys- 90% of students will report confidence in their ability and skills to learn and succeed in school

ACTUAL

- 1a.** Months 1-11 Cumulative Participation on Enrollment is 85.4%, an increase of 3.4%
- 1b.** Months 1-11 Cumulative Credit Completion Rate is 53.5%, an increase of 23.5%
- 1c.** Interim Assessment results reflect 63% of grade 11 students meet or exceed standards in ELA and 42% of grade 11 students meet or exceed standards in math. Official SBAC reports available Fall 2017
- 1d.** Percent of student meeting MAP growth targets in Reading: 69%- decrease of 5%
Language Usage 76%- increase of 11%
Math 68%- increase of 15%
- 1e.** No reporting on Annual Measurable Achievement Objectives (AMAO) 1 and AMAO 2. School will establish measures to identify progress and proficiency in learning English
- 1f.** English Learner Reclassification Rate will be recalculated
- 1g.** Year to date Drop-Out rate is 3%
- 1h.** No reporting on 5 and 6-year cohort graduation rates

1i. 97% of students reported confidence in their ability and skills to learn and succeed in school

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 1.1

Actions/Services

PLANNED

Data and Measures of Student Achievement

- a. Improve current Storybook processes that incorporates segmentation of sub-groups for Participation, Credits, Dropout, Graduation Rates, MAP Growth Targets, and Pathways
- b. Refine processes of disaggregating sub-group data in the Master Data Spreadsheet for Monthly Storybook and Annual Storybook
- c. Continue to incorporate additional analysis and summary for sub-group data in Monthly Storybook and Annual Storybook
- d. Monitor the implementation of web-based NWEA system
- e. Continue to disaggregate and analyze sub-group data for new and current students taking NWEA Pre- and Post- Assessments
- f. Provide Professional Development for teachers in analyzing sub-group reports that are provided through web-based system

ACTUAL

Data and Measures of Student Achievement

- a. Improved data collection and reporting processes to include student groups for Participation, Credits, Dropout, Graduation Rates, MAP Growth Targets, and Pathways
- b. Refined processes of disaggregating sub-group data in the Master Data Spreadsheet for Monthly Storybook and Annual Storybook
- c. Incorporated additional data analysis for student groups Monthly Storybook
- d. Implemented effective web-based NWEA system
- e. Reported and analyzed data for new and current students taking NWEA Pre- and Post- Assessments
- f. Provided training and support for teachers in analyzing sub-group reports

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF = \$110,075	LCFF = \$36,016
Title I = \$62,150	2300 - \$29,316
Title II = \$ 52,150	3000 - \$6,700
1300 – \$104,300	Title I = \$15,909
2200 – \$53,024	1300 - \$3,651
3000 – \$57,051	3000 - \$1,571
5800 – \$10,000	5800 - \$10,687
	Title III = \$1044
	1300 - \$730
	3000 - \$314

Action **1.2**

Actions/Services

PLANNED	ACTUAL
<p>Intervention and Student Support</p> <ul style="list-style-type: none"> a. Recruit, hire, and retain high quality teachers to engage high risk students and support student achievement b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals c. Provide a 12 month academic calendar for all students to attend school year-round. This supports student participation in school and progress towards graduation goals. 	<p>Intervention and Student Support</p> <ul style="list-style-type: none"> a. Human Resources department participated in 20 job fairs/recruitment events. Audeo hired 2 general education teachers, 1 special education teacher b. Pathways Personalized Education Plan (PPEP) Planning Phases 1-3 fully implemented, each student PPEP reviewed, revised, and updated c. Provided a 12 month academic calendar for all students to attend school year-round d. Refined process and measures for multi-tiered system of supports through the Intervention and Diversion Program based on counselor and lead input

- d. Refine Intervention and Diversion Program to include multi-tiered system of supports, connected to community partnerships, that will increase high risk students' engagement in school
- e. Continue to provide Supplemental Educational Services (SES) for eligible students to increase student skills in ELA and math.
- f. Designate teachers at Graduation Zones to support graduating seniors (Resource Center Annexes)
- g. Provide multiple pathways to earn a high school diploma or equivalent
- h. Continue to expand Post High School Pathways Program to incorporate Career Technical Education
- i. Continue to provide individualized pedagogical support for parents of k-5 homeschool students

- e. Provided tutoring services in ELA and Math, through The Ed Ladder, for eligible students at high impact Resource Centers Designate teachers at Graduation Zones to support graduating seniors (Resource Center Annexes)
- f. Graduation Zones established as Annexes to Resource Centers to focus instructional program on graduating senior requirements
- g. In addition to the a-g diploma path, the school offered an Option 2 program and HiSet option for high school completion and drop-out prevention, 18 students took and passed the HiSet this year
- h. Updated graduation requirements to include a full year Career Technical Education (CTE) option in addition to Service Learning and Work Experience Education
- i. Conducted meetings and provided individualized pedagogical support for parents of k-5 homeschool students (20 students enrolled)

BUDGETED

LCFF = \$1,417,161

Title I = \$1,000

1100 - \$796,823

1200 - \$134,778

1300 - \$80,982

3000 - \$404,578

5800 - \$1,000

ESTIMATED ACTUAL

LCFF = \$1,789,428

1100 – \$951,358

1200 - \$78,288

1300 - \$116,045

3000 - \$639,326

4300 - \$4,411

Expenditures

Action

1.3

Actions/Services

PLANNED
Intervention and Support for English Learners (EL) and Reclassified fluent English proficient (RFEP)

- a. Increase participation opportunities in the English Language Advisory Committee (ELAC)
- b. Provide training for designated teachers on CELDT administration
- c. Provide goal setting skill development training for teachers to promote success on the CELDT for LTELs.
- d. Continue to provide and expand access to instructional materials/practices that promote EL achievement
- e. Continue to provide translation and interpretation services for families

ACTUAL
Intervention and Support for English Learners (EL) and Reclassified fluent English proficient (RFEP)

- a. Parent participation in the ELAC increased by more than 100% from previous year
- b. Provided annual CELDT administration training
- c. Provided training for teachers to promote motivation and engagement among LTELs on the CELDT
- d. English Language Achievement Department (ELAD) provided information and coaching to teachers on instructional materials/practices that promote EL achievement
- e. Provided translation and interpretation services for families during meetings, events, and informational sessions

Expenditures

BUDGETED
 LCFF, S/C = \$113,252

1100 - \$73,900
 1300 - \$5,664
 3000 - \$33,688

ESTIMATED ACTUAL
 LCFF, S/C = \$60,312

1100 - \$43,528
 3000 - \$16,784

SpEd = \$15,551
 1300 - \$11,727
 3000 - \$3,824

Action

1.4

Actions/Services

PLANNED

Intervention and Support for Homeless and Foster Youth

- a. Continue to designate a Homeless and Foster Youth Liaison that will facilitate partnerships and coordinate programs that promote Foster Youth achievement
- b. Continue to provide homeless and Foster Youth School Engagement Trainings for teachers
- c. Make tutoring services available to homeless and Foster Youth students to close skill gaps in ELA and math
- d. Continue to monitor academic progress and attendance rates for homeless and Foster Youth
- e. Continue to provide transportation for homeless youth to promote school stability
- f. Continue to implement immediate enrollment processes for homeless and foster youth, create course plans based on diploma options, and issue/honor course in progress calculations.

ACTUAL

Intervention and Support for Homeless and Foster Youth

- a. Homeless and Foster Youth Liaison coordinated program to support Foster Youth achievement
- b. In collaboration with SDCOE, the school provided Homeless and Foster Youth School Engagement Trainings for teachers
- c. Provided ELA and Math tutoring services, through The Ed Ladder, to identified Homeless and Foster Youth students
- d. Monitored academic progress and attendance rates for Homeless and Foster Youth through the Monthly Storybook
- e. Provided transportation for Homeless youth through a bus pass program
- f. Offered immediate enrollment for Homeless and Foster Youth, created course plans based on diploma options, and issued/honored course in progress calculations.

Expenditures

BUDGETED

LCFF, S/C = \$114,690

Title I = \$500

1300 - \$8496

2400 - \$58,925

3000 - \$46,269

4300 - \$500

5800 - \$1000

ESTIMATED ACTUAL

LCFF, S/C = \$102,580

2400 - \$52985

5800 - \$8650

3000 - \$40945

SpEd = \$46,653

1300 - \$35,181

3000 - \$11,472

Title I

4300 - \$9,546

Action **1.5**

Actions/Services

PLANNED
Intervention and Support for Students with Disabilities
 a. Continue to provide Students with Special Needs School Engagement Trainings for teachers
 b. Provide all related services, including ERMHS, as described by IEP teams
 c. Continue to monitor academic progress and attendance rates for students with special needs

ACTUAL
Intervention and Support for Students with Disabilities
 a. Provided Students with Special Needs School Engagement Trainings for special education and general education teachers
 b. Provided all related services, including ERMHS, as described by IEP teams
 c. Monitor academic progress and attendance rates for Students with Special Needs through the Monthly Storybook

Expenditures

BUDGETED
 SpEd Fund = \$257,830

 1100 - \$151,594
 3000 - \$64,236
 5800 - \$42,000

ESTIMATED ACTUAL
 SpEd Fund = \$211,826

 1100 - \$89,952
 3000 - \$46,374
 5800 - \$75,500

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- 2a. Increase the percentage of CCSS aligned courses to 85%
- 2b. Increase the percentage of NGSS aligned courses to 40%
- 2c. Maintain percentage of ELD aligned ELA courses at 100%
- 2d. Maintain 100% of core courses are supervised by high quality, credentialed teachers
- 2e. Maintain 100% UC A-G approval rate for core courses
- 2f. Maintain the Work Experience Education Program
- 2g. Increase advanced course offering to 5 Honors courses and 5 AP courses
- 2e. Increase student participation in CTE courses by 5%

- 2a.** The percentage of CCSS aligned courses is 100%
- 2b.** The percentage of NGSS aligned courses is 40%
- 2c.** The percentage of ELD aligned ELA courses is 100%
- 2d.** The percentage of core courses supervised by high quality, credentialed teachers is 100%
- 2e.** 100% of core courses are UC A-G approved
- 2f.** Work Experience Education Program is operational
- 2g.** 8 HNRS, 2 ACC, 10 AP Courses offered
- 2e.** Number of CTE Participants decreased from 112 (2015-16) to 105 (YTD)

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

2.1

Actions/Services

PLANNED

Pathways Personalized Educational Plan (PPEP) & College and Career Readiness

- a. Expand course offerings for 4-Year College & University, 2-Year College, Career & Technical Education, and Military Pathway programs
- b. Continue to provide multiple pathway options towards successful high school completion
- c. Create CTE Certification Programs
- d. Provide Pathways training and support to instructional staff, parents, and students
- e. Continue to offer Pathways E-Portfolio graduation requirement to promote 21st century learning and digital literacy

ACTUAL

Pathways Personalized Educational Plan (PPEP) & College and Career Readiness

- a. Expanded course offerings for all Pathways including: AP Calculus AB, AP Statistics, AP Government, and AP Environmental Science, Accelerated English 1-4, 3-D Art, Game Design, Health Sciences, Nursing Assistant, Hospitality 1-4, Information and Communication Technology, and Microsoft Office Specialist.
- b. Students successfully completed high school via diploma or HiSet.
- c. CTE Certification Programs were created and will be ready for full implementation in 2017-18 school year.

Expenditures

		<ul style="list-style-type: none"> d. 8 hours of Pathways trainings provided to instructional staff during the annual Symposium, Instructional and Faculty Meetings, and Altus University. 2 hours of training provided to parents through Altus University. e. Continued to offer Pathways E-Portfolio (Weebly accounts) graduation requirement to promote 21st century learning and digital literacy
BUDGETED		ESTIMATED ACTUAL
LCFF = \$123,408		LCFF = \$99,545
1100 - \$41,712		1100 - \$54,506
1300 - \$52,680		3000 - \$22,077
3000 - \$29,016		4100 - \$15,770
		4300 - \$7,192
		Title I = \$11,064
		1300 - \$9,541
		3000 - \$1,523

Action

2.2

Actions/Services

PLANNED	ACTUAL
Standards aligned Course of Study and Curriculum	Standards aligned Course of Study and Curriculum
<ul style="list-style-type: none"> a. Continue to provide access to advanced courses and learning opportunities (Advanced Placement (AP), Honors courses and Accelerated courses) b. Review, update and monitor course of study to fully align with Common Core State Standards (CCSS), ELD State Standards, Next Generation Science Standards (NGSS), 	<ul style="list-style-type: none"> a. Continued to provide access to, and expanded course offerings of, advanced courses and learning opportunities (Advanced Placement (AP), Honors courses and Accelerated courses) b. Reviewed and updated 19 courses to fully align with Common Core State Standards (CCSS), ELD State Standards, Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements.

<p>UC/CSU a-g requirements, and NCAA requirements</p> <ul style="list-style-type: none"> c. Continue to expand online course offerings to include CCSS, NGSS, UC/CSU a-g, NCAA approved Edgenuity courses to enhance learning opportunities for all students d. Continue to provide electronic devices for parents of k-5 homeschool students to access curriculum and instructional materials 	<p>These include the following semester courses: 4 English courses, 11 Math courses, 2 Science courses, 2 Social Science courses.</p> <ul style="list-style-type: none"> c. Expanded online course offering with additional CTE and AP Courses through Edgenuity and UC Scout d. Issued Chromebooks (1 per family) to support homeschool curriculum and instruction
<p>BUDGETED LCFF = \$365,480</p> <p>1100 - \$178,762 3000 - \$68,446 4100 - \$41,160 4200 - \$30,000 4300 - \$47,118</p>	<p>ESTIMATED ACTUAL LCFF = \$170,867</p> <p>4200 - \$143,686 4100 - \$8,969 4300 - \$18,212</p>

Expenditures

Action

2.3

Actions/Services

<p>PLANNED</p> <p>Additional Instructional Program Development</p> <ul style="list-style-type: none"> a. Continue to expand CTE course offerings aligned to key sectors and student interest b. Continue to develop Internship program, establish partnerships with key industries, and expand Work Experience Education (WEE) program c. Continue to provide Naviance program to students d. Review and revise data collection, segmentation and reporting, as needed 	<p>ACTUAL</p> <p>Additional Instructional Program Development</p> <ul style="list-style-type: none"> a. Expanded CTE course offerings aligned to key sectors and student interest b. Continue to develop Internship program with the City of San Diego for Internship Options and with the San Diego Workforce Partnership for externship options for students. c. Continue to provide Naviance program to students, and research other programs that align to the school's CTE program.
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		d. Continue to revise data collection and reporting methods.
BUDGETED LCFF = \$90,620		ESTIMATED ACTUAL LCFF = \$10,777
1100 - \$62,568		1300 - \$5,452
3000 - \$23,052		3000 - \$870
5800 - \$5,000		5200 - \$4,455

Expenditures

Action

2.4

Actions/Services

<p>PLANNED Additional Support for EL</p> <ul style="list-style-type: none"> a. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness b. Continue to expand designated and integrated ELD program to include course offerings and instructional practices that promote literacy development c. Continue to offer blended learning opportunities for students utilizing online curriculum that features embedded tools and scaffolded supports to enhance learning opportunities for EL students d. Refine and align all core English courses to CCSS and ELD state standards 	<p>ACTUAL Additional Support for EL</p> <ul style="list-style-type: none"> a. Refined process for collecting and monitoring course enrollment to ensure that EL students are taking advanced courses. b. Expanded ELD program with focus on research-based instructional practices, continuing to expand course offerings in 2017-18. c. Offered blended learning opportunities for students utilizing online curriculum that features embedded tools and scaffolded supports to enhance learning opportunities for EL students. Teachers report high level of EL engagement in blended learning program. d. All high school core English courses aligned to CCSS and ELD state standards. Middle school ELA courses are in progress. The school will extend ELD alignment across other core curricular areas starting with Social Studies.
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Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF, S/C = \$21,582	SpEd = \$15,551
Title III = \$1,000	1100 - \$11,727
	3000 - \$3,824
1300 - \$13,170	Title III = \$7,869
3000 - \$ 3,412	1300 - \$6,809
4200 - \$1,000	3000 - \$1,060
4300 - \$5,000	
	LCFF, S/C = \$21,689
	1100 - \$15,300
	3000 - \$6,389

Action

2.5

Actions/Services

PLANNED	ACTUAL
Additional Support for Homeless and Foster Youth	Additional Support for Homeless and Foster Youth
a. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness	a. Refined process for collecting and monitoring course enrollment to ensure that Homeless and Foster Youth students are taking advanced courses
b. Offer credit recovery course options for highly mobile students who have previously taken courses without earning credit in order to promote recovery of instructional time and increase pacing towards high school graduation	b. Offered 2 nd attempt, a-g approved credit recovery (CR) courses to highly mobile students who have significant gaps in credit completion towards a high school diploma.

Expenditures

BUDGETED	ESTIMATED ACTUAL
LCFF , S/C = \$28,482	LCFF , S/C = \$62,923
4300 - \$28,482	4300 - \$47,372
	1300 - \$11,727
	3000 - \$3,824

Action

2.6

Actions/Services

<p>PLANNED</p> <p>Additional Support for Special Education</p> <ul style="list-style-type: none"> a. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness b. Offer customized course options based on Universal Design for Learning (UDL) with focus on foundational skill development and course extension options to increase learning opportunities for students with disabilities

<p>ACTUAL</p> <p>Additional Support for Special Education</p> <ul style="list-style-type: none"> a. Refine process for collecting and monitoring course enrollment to ensure that students with disabilities are taking advanced courses b. Curriculum departments created Foundational Modules and Extension Modules for courses based on Universal Design for Learning (UDL).

Expenditures

<p>BUDGETED</p> <p>Spec Ed Funds = \$215,830</p> <p>1100 - \$151,594</p> <p>3000 - \$64,236</p>
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<p>ESTIMATED ACTUAL</p> <p>Spec Ed Funds = \$119,024</p> <p>1100 - \$80,190</p> <p>3000 - \$38,834</p>

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, ELD core curriculum standards alignment, and NGSS aligned science curriculum.

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 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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3a. 100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math
3b. 100% of teachers will participate in at least 48 hours of professional development

ACTUAL

3a. 100% of teachers who have been employed for 3+years demonstrated subject matter competency in ELA and Math
3b. 100% of teachers participated in a minimum of 48 hours of professional development

3c. 90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations
 3d. 95% Student/Parent Surveys will reflect high teacher satisfaction rate

3c. 90% of staff reported high levels of relevance as indicated by an average 4 rating on training evaluations
3d. 98.5 % Students/97.5%Parents reported high teacher satisfaction rates on surveys

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 **3.1**

Actions/Services

<p>PLANNED Increase Instructional Capacity through Professional Development and Training</p> <ul style="list-style-type: none"> a. Increase teachers’ subject matter competency in ELA and Math through Verification Process of Special Settings (VPSS) b. Increase Trainers in subject matter competency in ELA and Math through the Verification Process of Special Settings Training of Trainers (TOT) 	<p>ACTUAL Increase Instructional Capacity through Professional Development and Training</p> <ul style="list-style-type: none"> a. Subject matter competency training focused on CCSS Math through Altus University. VPSS will be continued into 2017-18 school year. b. Subject matter competency training focused on CCSS Math through Altus University. VPSS will be continued into 2017-18 school year.
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Expenditures

<p>BUDGETED</p> <p>LCFF = \$4,000</p> <p>5800 - \$4000</p>	<p>ESTIMATED ACTUAL</p>
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3.2

Actions/Services

PLANNED
Professional Development- Curriculum and Instruction

- a. Enhance Altus University course offerings and teacher training programs to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, advanced courses, and post-secondary Pathways.
- b. Increase teacher effectiveness through leadership studies and training focused on teaching as a professional practice
- c. Increase staff participation in San Diego County Office of Education Professional Development opportunities to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, and Leading Edge Certification.

ACTUAL
Professional Development- Curriculum and Instruction

- a. Altus University courses offered 4 times each week to enhance teacher effectiveness in the delivery of the curriculum and instructional program
- b. Provided 3 trainings on leadership studies
- c. Staff participated in SDCOE Professional Development trainings to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards. Leading Edge Certification trainings were not available this year through SDCOE.

Expenditures

BUDGETED

LCFF = \$49,746
 Title I = \$500
 Ed. Effect = \$19,905

1300 - \$39,510
 3000 - \$10,236
 5200 - \$20,405

ESTIMATED ACTUAL

LCFF = \$204,338
 1100 - \$141,959
 3000 - \$58,155
 5200 - \$4,224

Title I = \$1581
 1300 - \$1363
 3000 - \$218

Action **3.3**

Actions/Services

PLANNED
Professional Development- Curriculum, Instruction, and Support for EL

- a. Provide teacher training on research-based strategies and tools to support Integrated ELD program and EL student achievement across curricular areas
- b. Provide teacher training on research-based strategies to support effective Designated ELD program and EL student achievement in literacy skill acquisition
- c. Increase parent knowledge of educational options and post-secondary planning through Altus University trainings

ACTUAL
Professional Development- Curriculum, Instruction, and Support for EL

- a. The newly established ELAD provided teacher coaching on research-based strategies and tools to support the implementation of Integrated ELD
- b. The newly established ELAD provided teacher training on research-based strategies to support effective implementation of the Designated ELD program
- c. Parents invited and encouraged to participate in Altus University. Pregnant and Parenting course training and Pathways Training (Cash 4 College) was offered to parents.

Expenditures

BUDGETED
 LCFF, S/C = \$24,146
 Title II = \$500

1300 - \$18,834
 3000 - \$5,312
 5200 - \$500

ESTIMATED ACTUAL
 LCFF, S/C= \$10,844
 1100 - \$7,650
 3000 - \$3,194

SpEd = \$54,428
 1300 - \$41,043
 3000 - \$13,385
 Title I = \$3,161
 1300 - \$2,726
 3000 - \$435

Action **3.4**

Actions/Services

PLANNED
Professional Development- Curriculum, Instruction, and Support for Homeless and Foster Youth
 a. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school

ACTUAL
Professional Development- Curriculum, Instruction, and Support for Homeless and Foster Youth
 a. In collaboration with SDCOE, the school provided teacher training on research-based strategies and tools to support Homeless and Foster Youth engagement in school

Expenditures

BUDGETED
 LCFF, S/C = \$7,564

 1300 - \$5,664
 3000 - \$1,900

ESTIMATED ACTUAL
 SpEd = \$7,775

 1300 - \$5,863
 3000 - \$1,912

Action **3.5**

Actions/Services

PLANNED
Professional Development- Curriculum, Instruction, and Support for Special Education
 a. Provide teacher training on research-based instruction and engagement strategies and tools to support full inclusion of students with special needs in the general education environment

ACTUAL
Professional Development- Curriculum, Instruction, and Support for Special Education
 a. In collaboration with the El Dorado County Charter SELPA, the school provided teacher training on research-based instruction and engagement strategies and tools to support full inclusion of students with special needs in the general education environment

Expenditures

BUDGETED	ESTIMATED ACTUAL
Sped Funds = \$3,782	SpEd = \$15,551
1300 - \$2,832	1300 - \$11,727
3000 - \$950	3000 - \$3,824

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 targets 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 48 hours of professional development. Teachers report high levels of relevance of the trainings to impact 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.	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 increase the expectation for teacher participation in Altus University and focus 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 4a. Maintain a suspension rate at 3% or less
- 4b. Maintain an expulsion rate at 1% or less
- 4c. Maintain 90% or higher satisfaction rate from students on safety from Annual Surveys
- 4d. Maintain 90% or higher satisfaction rate from parents on safety from Annual Surveys
- 4e. Maintain a compliant School Safety Plan

ACTUAL

- 4a.** Suspension rate (YTD) is .13%
- 4b.** Expulsion rate (YTD) is 0%
- 4c.** 97.7% of students report satisfaction with safety from Annual Surveys
- 4d.** 100% of students report satisfaction with safety from Annual Surveys
- 4e.** Compliant School Safety Plan submitted

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 **4.1**

Actions/Services

PLANNED

Safe Schools

- a. Update and monitor School Safety Plan
- b. Maintain School Safety Committee to implement School Safety Plan (including Safety Drills)

ACTUAL

Safe Schools

- a. Updated and monitored School Safety Plan
- b. School Safety Committee implemented School Safety Plan (including Safety Drills)
- c. Provided quarterly safety preparedness training to

- c. Provide training to ensure staff are informed, prepared, and compliant
- d. Maintain process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)
- e. Provide parents and students with opportunities for input into safety planning

- Safety Ambassadors
- d. Updated equipment and tools (phones system) based on evaluation and reporting.
 - e. Provided parents and students with opportunities for input into safety planning through the School Site Council and the annual survey

BUDGETED

LCFF = \$287,457

- 1300 - \$35,637
- 3000 - \$79,684
- 1100 - \$167,136
- 5500 - \$5,000

ESTIMATED ACTUAL

LCFF = \$142,209

- 1100 - \$67,679
- 2300 – \$37,153
- 3000 - \$34,864
- 5500 - \$2,200
- 5900 - \$313

Expenditures

Action

4.2

PLANNED

Social, Emotional, and Behavioral Support Systems

- a. Continue to offer a leadership and character development program, Cadet Corps, to promote student achievement
- b. Continue to train teachers in mental health crisis intervention
- c. Continue to provide nursing services that includes referrals and resources to support students’ social-emotional health and well-being

ACTUAL

Social, Emotional, and Behavioral Support Systems

- a. Expanded Cadet Corps to serve students at 2 Resource Centers and 14 Student Cadets
- b. Training provided on Mental Health Crisis Intervention, based on the YMHFA model, for each new teacher
- c. Hired a school nurse to provide services that included referrals and resources to support students’ social-emotional health and well-being

Actions/Services

- d. Maintain small group learning environment at each Resource Center that promotes positive behaviors and accountability
- e. Maintain low FTE ratio to ensure appropriate guidance, support, and monitoring of student behavior(s) and academic achievement.
- f. Continue to counsel students in Pathway Options for matriculation and high school graduation
- g. Provide opportunities for k-5 homeschool student engagement in small group collaborative learning to promote academic and social skill development

- d. Maintained small group learning environment at each Resource Center that promoted positive behaviors and accountability
- e. Maintained low FTE ratio (lower than state average) to ensure appropriate guidance, support, and monitoring of student behavior(s) and academic achievement
- f. Counseled students in Pathway Options for matriculation and high school
- g. Provided at least monthly opportunities for k-5 homeschool student engagement in small group collaborative learning to promote academic and social skill development

BUDGETED

LCFF = \$392,102

Title I = \$94,725

1100 - \$67,945

1200 - \$70,626

1900 - \$54,768

2100 - \$190,425

3000 - \$103,063

ESTIMATED ACTUAL

LCFF = \$379,214

1100 - \$65,289

1200 - \$39,144

1900 - \$46,119

2100 - \$140,198

3000 - \$88,464

Title I = \$72,699

1200 - \$49,935

3000 - \$22,764

Expenditures

Action

4.3

Actions/Services

PLANNED

Social, Emotional, and Behavioral Support

ACTUAL

Social, Emotional, and Behavioral Support Systems to

Systems to Support Homeless and Foster Youth
 a. Provide School Social Worker Services to coordinate agencies, provide services, and connect referrals and resources to support students' academic and social/emotional goals

Support Homeless and Foster Youth
 a. Researched options for Social Work services including university partnerships, other licensure, and credentialing options for potential staff

BUDGETED
 LCFF = \$9,230

 1200 - \$6,200
 3000 - \$3,030

ESTIMATED ACTUAL
 LCFF = \$55,260

 1200 - \$39,144
 3000 - \$16,116

Expenditures

Action

4.4

PLANNED
Social, Emotional, and Behavioral Support Systems to Support Special Education
 a. Provide ERMHS, as appropriate, that includes individual, group, and family counseling options along with behavior intervention services and supports that assist students' ability to achieve IEP goals.
 b. Provide School Psychologist position to oversee ERMHS and Behavior Intervention system effective implementation

ACTUAL
Social, Emotional, and Behavioral Support Systems to Support Special Education
 a. Provided 22 students with ERMHS, that included individual, group, and parent counseling services along with behavior intervention services and supports that assist students' ability to achieve IEP goals
 b. School Psychologist coordinated ERMHS and Behavior Intervention system/services

BUDGETED
 SpEd Funds = \$ 83,607

 1200 - \$31,590
 3000 - \$10,017
 5800 - \$42,000

ESTIMATED ACTUAL
 SpED Funds = \$120,733

 1200 - \$39,302
 3000 - \$6,011
 5800 - \$75,420

Actions/Services

Expenditures



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. The school continues to design Resource Centers that are engaging and reinforce positive behavioral systems.

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 low suspension and expulsion rates. The school has 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 5a. School enrollment retention rates will maintain at a minimum 85% rate
- 5b. A minimum of 75% of parent respondents will report providing input into school programs in 3 or more ways through Annual Survey
- 5c. Increase formal partnerships with community based organizations by 10%
- 5d. Increase student participation rates by .5%

ACTUAL

- 5a. School enrollment retention rates are at 97% (YTD)
- 5b. 79% of parent respondents reported providing input into school programs in 3 or more ways through Annual Survey
- 5c. Increased formal partnerships with community based organizations from 13 to 18, created 5 new partnerships
- 5d. Increased student participation rates by 3.4%

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 **5.1**

Actions/Services

PLANNED

Student, Parent and Community Engagement

- a. Provide opportunities and resources for parents and guardians to support student learning and college & career readiness
- b. Implement annual Parent Surveys and analyze results
- c. Design innovative Resource Centers, enhanced with technology, that engage students in 21st Century learning environments to inspire student

ACTUAL

Student, Parent and Community Engagement

- a. In collaboration with Cash 4 College, provided Altus University Pathways course to parents
- b. Implemented annual Parent Surveys and analyzed results to inform LCAP development and Strategic Planning
- c. Renovated 1 Resource Center based on innovative design elements and enhanced technology features
- d. School website has been redesigned to increase

- achievement
- d. Design website features and content to provide accurate and timely information to parents and community members
- e. Utilize web-based programs to increase parental engagement and involvement (Naviance, School Pathways Parent Portal)

- parent and community engagement. Updates include: school calendar link, Student-Parent Resource Guide link, Course Offerings, Surveys, and a new addition of the Board of Directors page. This page provides clear, easy access to school board meeting dates, times, locations, agendas, and minutes
- e. Utilized web-based programs give parents access to instructional program information, give parents a direct line of communication with school personnel, and to send information and announcements out to parents/guardians

BUDGETED
LCFF = \$658,461

ESTIMATED ACTUAL
LCFF = \$664,608

- 1300 - \$54,895
- 2400 - \$80,583
- 3000 - \$72,483
- 4400 - \$10,000
- 5600 - \$400,000
- 5800 - \$40,500

- 1300 - \$26,115
- 2400 - \$75,404
- 3000 - \$55,860
- 4300 - \$3,135
- 4400 - \$15,355
- 5600 - \$479,441
- 5800 - \$9,328

Expenditures

Action **5.2**

- PLANNED**
Community Relations and Partnerships
- a. Establish, sustain, and expand community partnerships to support student and family engagement and learning
 - b. Implement and expand marketing plan, utilizing strategies to inform parents and the community

- ACTUAL**
Community Relations and Partnerships
- a. Sustained and expanded community partnerships to 20 formal partnerships that support student and family engagement and learning
 - b. Expanded marketing and strategies to inform parents and the community about enrollment options and

Actions/Services

	about enrollment options and resources at the school.	resources at the school
Expenditures	BUDGETED LCFF = \$134,807	ESTIMATED ACTUAL LCFF = \$187,801
	1300 - \$32,924	1300 - \$38,105
	3000 - \$10,227	3000 - \$5,758
	5800 - \$91,656	5800 - \$143,938

Action **5.3**

Actions/Services	PLANNED Parent Engagement- English Learners	ACTUAL Parent Engagement- English Learners
	<ul style="list-style-type: none"> a. Establish effective English Learner Advisory Committee for parents of EL students to provide input into Instructional Program b. Provide translation and interpretation services to facilitate effective communication and participation 	<ul style="list-style-type: none"> a. Established effective English Learner Advisory Committee outreach that increased number of parent participants by over 100% b. Provided translation and interpretation services to facilitate effective communication and participation during meetings, events, and informational sessions
	BUDGETED LCFF, S/C = \$16,882	ESTIMATED ACTUAL Title I = \$1,581
	1300 - \$13,170 3000 - \$3,412 5800 - \$300	1300 - \$1,363 3000 - \$218

Expenditures

Action **5.4**

Actions/Services	PLANNED Parents Engagement- Special Education	ACTUAL Parents Engagement- Special Education
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Expenditures

a. Provide opportunities for involvement in the Community Advisory Committee (CAC) to provide input into program and services	a. Provided every parent/guardian with a Community Advisory Committee (CAC) flyer at every IEP meeting
BUDGETED SpEd Funds = \$10,500	ESTIMATED ACTUAL SpEd Funds = \$12,364
5800 - \$10,500	5800 - \$12,364

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 increasing opportunities for parent and community engagement.

ANALYSIS- GOAL 1

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 continues to increase student achievement. Students are participating in school, engaged in their Pathways Personalized Education Plan (PPEP), and demonstrating growth in academic skills.
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 implementing effective systems for student achievement. High risk students are not dropping out of school; they are participating in their PPEP and increasing in ELA and Math skills. The school will continue to increase and improve services to address CAASPP achievement and EL progress and proficiency.
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 increasing CAASPP results and EL progress and proficiency.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

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 2017 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 (detailed in the chart in section A) contributes to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation (detailed in the chart in section B).

Section A

Date(s)	Stakeholder Type	Involvement Method
10/01/16	Leadership Team	Leadership Team Meeting and Data Analysis
10/12/16-10/27/16	All Students, Parents, Teachers	Open House Events
11/29/16	Leadership Team	Leadership Team Meeting and Data Analysis
12/01/16	Instructional Staff	WASC Self Study Stakeholder Meeting
12/06/16	English Learner Community	ELAC Meeting and LCAP Needs Assessment
12/09/16	School Community	School Site Council Meeting and Needs Assessment
12/13/16	Special Education Community	Special Education Department Meeting and LCAP Needs Assessment
1/26/17	School Board Members and	School Board Meeting

	Community	
2/06/17- 2/07/17	School Leadership Team	LCAP Development Team Meetings
2/9/17	Teachers and Instructional Staff	Instructional Meeting
2/13/17-2/14/17	School Leadership Team	Leadership Team Retreat- LCAP Progress Report and Data Analysis
2/17/17	Homeless and Foster Youth Community	Homeless and Foster Youth Meeting and Needs Assessment
3/1/17- 3/21/17	Parents and Students	Senior Nights and Survey
3/16/17	Teachers and Instructional Staff	Instructional Meeting
3/24/17	Special Education Community	Special Education Department Meeting
4/21/17	School Community	All Faculty Meeting
4/24/17	School Community	School Site Council Meeting
4/25/17	Students and Parents	LCAP Survey
4/26/17	English Learner Community	ELAC Meeting and Needs Assessment
5/9/2017	Homeless and Foster Youth Community	Homeless and Foster Youth Liaison Meeting and Needs Assessment
05/23/17	Leadership Team	Leadership Team Meeting and Data Analysis

IMPACT ON LCAP AND ANNUAL UPDATE

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

Section B

Top Priorities Identified by Stakeholders	LCAP Goals Actions/Services
Continue to refine processes of disaggregating and reporting student data to drive instructional practices, professional learning course offerings, and curriculum design.	Goal 1 Action/Service: 1a
Continue to hire and retain high quality teachers	Goal 1 Action/Service: 2a
Create and implement an Instructional Plan based on targeted, drilled-down data that focuses on student skills and student groups.	Goal 1 Action/Service 2c
Refine the implementation of the MTSS- The Intervention and Diversion Program- in order to increase student school engagement, progress and positive behaviors	Goal 1 Action/Service: 2d
Continue to close the achievement gap for LI and EL students with supplemental tutoring in ELA and Math subject areas	Goal 1 Action/Service: 3a
Promote LI and Homeless student health and nutrition, provide food at Resource Centers	Goal 1 Action/Service: 3b
Transportation is a barrier for Low Income (LI) students and English Learners (EL) to access Resource Center supports and services	Goal 1 Action/Service: 3c
Continue to create rigorous Altus curriculum, aligned to CSS, and offer online curriculum options for students based on learning style and	Goal 2

remediation/enrichment needs	Action/Service: 2a, 2d
Computers and Internet are needed for LI and EL students to access curriculum and instructional supports and resources	Goal 2 Action/Service: 3a
Current ELD Program components are effective: <ul style="list-style-type: none"> - Literacy Courses (Altus and Edgenuity) - Literacy Circles and Small Group Tutoring - Skill Building Programs: MyPath, BrainPOP Continue to expand program to promote literacy proficiency	Goal 2 Action/Service: 3b
Continue to provide effective professional development through Altus University	Goal 3 Action/Service: 2a
Enhance Altus University course offerings build teacher capacity for Trauma Informed Practices (TIPS) to meet social-emotional needs of students	Goal 3 Action/Service: 3b
Improve information and training regarding Homeless and Foster Youth for all staff	Goal 3 Action/Service: 3c
Enhance Altus University parent trainings and course offerings.	Goal 3 Action/Service: 3d
Students need a safe and supportive learning environment in order to focus on academics	Goal 4 Action/Service: 1a-e
Continue to provide a character development and leadership program, Cadet Corps	Goal 4 Action/Service: 2a

Provide Counseling/Mentor services to address mental health issues	Goal 4 Action/Service: 3a
Establish formal opportunities for parent engagement on a regular basis throughout the school year	Goal 5 Action/Service 1b
Continue to offer technology and supports at Resource Centers	Goal 5 Action/Service: 1c
Engage with community partnerships to offer additional family supports and services in addition to the features that benefit students	Goal 5 Action/Service: 3a
k-5 homeschool students and families will benefit from an expanded Resource Center that promotes collaborative learning and enrichment opportunities	Goal 5 Action/Service: 1d

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.

New
 Modified
 Unchanged

Goal 1	To Increase Student Achievement in Areas Appropriate for an Alternative Schools Accountability Model (ASAM) School.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

The school's data indicates that the majority of students who enroll are behind in Math by an average of 3-4 grade levels and 2-3 grade levels in English. In addition, they are behind in credits and are disengaged in their education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The cumulative student participation rate will meet or exceed 84%	85.4%	84% +		
Overall student achievement results in grades 3-8, 11 SBAC will reflect a 5 point	New Baseline	Baseline +5 points		

growth in math (based on the status/change model of level 3 or higher)				
Overall student achievement results in grades 3-8, 11 SBAC will reflect a 5 point growth in ELA (based on the status/change model of level 3 or higher)	New Baseline	Baseline +5 points		
NWEA Measures of Academic Performance (MAP) progress results will reflect that 60% of students will meet MAP growth targets in Reading, Language Usage, Math. Establish baseline for EL Progress and Proficiency	Reading: 69% Language Usage: 76% Math: 68%	Reading: 60%+ Language Usage: 60%+ Math: 60%+		
Reestablish baseline for EL Reclassification rates based on updated assessment model	New Baseline	New Baseline		
Establish baseline for EL Progress and Proficiency	New Baseline	New Baseline		

Maintain a dropout rate of 5% or less	3%	5%-		
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	97%	90%+		

PLANNED ACTIONS / SERVICES

Action **1** Data and Measures of Student Achievement

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Data and Measures of Student Achievement</p> <ul style="list-style-type: none"> a. Improve data collection, analysis, and reporting systems to best inform Curriculum, Instruction, and Professional Learning Systems through the effective use of Illuminate and the school Storybook b. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student results to best inform Curriculum, Instruction and Professional Learning Systems c. Enhance processes of disaggregating and reporting student group (English Learners, 		

Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data through the monthly Storybook (MAP Intake survey results, school participation, and credit completion rates) in order to make timely data-driven decisions to close the achievement gap

- d. Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$41,373 b. \$8,673 c. \$11,000 		
Source	<ul style="list-style-type: none"> a. LCFF b. LCFF c. Title I 		
Budget Reference	<ul style="list-style-type: none"> a. 2000-2999 b. 3000-3999 c. 5000-5999 		

Action **2** Intervention and Student Support

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Intervention and Student Support</p> <ul style="list-style-type: none"> a. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals c. Develop and implement schoolwide instructional plan/scope and sequence/instructional sessions aligned to summative assessment targets for math and English, 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 		

- e. Designate teachers at Graduation Zones (Resource Center Annex) to focus the instructional program on graduating seniors
- f. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students
- g. Provide individualized pedagogical support for parents of k-5 homeschool students

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$1,099,801 b. \$89,291 c. \$7,811 d. \$499,973 e. \$45,649 f. \$2572 g. \$1500 		
Source	<ul style="list-style-type: none"> a. LCFF b. SpEd c. Title I d. LCFF e. SpEd f. Title I g. LCFF 		
Budget Reference	<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 		

- c. 1000-1999
- d. 3000-3999
- e. 3000-3999
- f. 3000-3999
- g. 4000-4999

Action **3** Intervention and Student Support for Low Income, Homeless and Foster Youth, English Learners

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Intervention and Student Support for Low Income, Homeless and Foster Youth, English Learners</p> <ul style="list-style-type: none"> a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap b. Implement a Nutrition Program that includes healthy snacks, education, and outreach to qualifying students c. Increase access to Resource Center 		

supports and services by providing bus passes to qualifying students

- d. Increase access to the instructional program for parents of ELs by providing translation and interpreter services
- e. 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

2017-18		2018-19		2019-20	
Amount	<ul style="list-style-type: none"> a. \$82,495 b. \$26,464 c. \$750 d. \$500 	Amount		Amount	
Source	<ul style="list-style-type: none"> a. LCFF b. LCFF c. Title I d. LCFF 	Source		Source	
Budget Reference	<ul style="list-style-type: none"> h. 1000-1999 i. 3000-3999 j. 5000-5999 k. 5000-5999 	Budget Reference		Budget Reference	

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[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%		
Increase the percentage of NGSS aligned courses to 40%	0%	40%		
Maintain percentage of ELD aligned ELA courses at 100%	100%	100%		

Increase percentage of ELD aligned History/Social Science courses to 40%	0%	40%		
Maintain 100% of core courses are supervised by high quality, credentialed teachers	100%	100%		
Maintain 100% UC A-G approval rate for core courses	100%	100%		
Maintain 100% NCAA approval rate for core courses	100%	100%		
Maintain the Work Experience Education Program	100%	100%		
Maintain advanced course offerings including Honors and AP courses	8 HNR, 2 ACC, 10AP	8 HNR, 2 ACC, 10AP		
Increase state approved CTE Pathways to 5	New Measure	5 state approved CTE Pathways		

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** Pathways and College and Career Readiness

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Pathways and College and Career Readiness</p> <ul style="list-style-type: none"> a. Pathways Learning Lead to implement Pathways Program b. Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs c. Implement CTE Certification Programs aligned to key sectors and student PPEP results d. Develop Internship and Externship Programs in partnership with key industries, expand Work Experience 		

Education Program e. Expand CTE course offerings aligned to CTE Model Framework f. Promote 21 st century learning and digital literacy with Pathways E-Portfolio graduation requirement		
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$30,283 b. \$8,876	Amount	Amount
Source a. Title I b. Title I	Source	Source
Budget Reference a. 1000-1999 b. 3000-3999	Budget Reference	Budget Reference

Action **2** Standards Aligned Course of Study and Curriculum

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Standards Aligned Course of Study and Curriculum</p> <ul style="list-style-type: none"> 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 with multiple learning styles d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students e. Provide electronic devices for parents of k-5 homeschool students to access curriculum and instructional materials 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount</p> <ul style="list-style-type: none"> a. \$10,275 b. \$66,968 	<p>Amount</p>	<p>Amount</p>

	<ul style="list-style-type: none"> c. \$34,237 d. \$1,739 e. \$54,000 			
Source	<ul style="list-style-type: none"> a. Title I b. SpEd c. SpEd d. LCFF e. LCFF 	Source		
Budget Reference	<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 4000-4999 	Budget Reference		

Action **3** Enhanced Services and Supplemental Supports for English Learners, Homeless and Foster Youth, and Low Income Students

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Enhanced Services and Supplemental Supports for English Learners, Homeless and Foster Youth, and Low Income Students

- a. Increase student access to online curriculum and resources through technology devices and internet
- b. Enhance ELD program to include course offerings and instructional practices that promote literacy development
- c. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs
- d. Increase curriculum alignment to CA ELD standards
- e. 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
- f. 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.
- g. Customize curriculum with supplemental resources to increase student access to the core curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
a. \$30,283		

b.	\$3,905
c.	\$8,875
d.	\$1,286
e.	\$9,534

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Source

a.	Title I
b.	Title III
c.	Title I
d.	Title IIII
e.	LCFF

Source

--	--

Source

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Budget Reference

a.	1000-1999
b.	1000-1999
c.	3000-3999
d.	3000-3999
e.	4000-4999

Budget Reference

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Budget Reference

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New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[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%		
100% of teachers will participate in at least 60 hours of professional development	100% of teachers participated in at least 48 hours of professional development	100% of teachers participated in at least 60 hours of professional development		

<p>90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations</p>	<p>90%</p>	<p>90%+</p>		
<p>95% Student/Parent Surveys will reflect high teacher satisfaction rate</p>	<p>Students: 98.5% Parents: 97.5%</p>	<p>Students: 95%+ Parents: 95%+</p>		

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** High Quality Teaching and Instructional Capacity

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>High Quality Teaching and Instructional Capacity</p> <ul style="list-style-type: none"> a. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS) b. Increase school trainers able to facilitate the VPSS process c. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning d. Increase teachers' competency in 		

instructional methodology for Exceptional Learners (Special Education and Gifted and Talented)) through GATE training and Certification

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$3,426 b. \$66,968 c. \$34,237 d. \$580 e. \$3,600 		
Source	<ul style="list-style-type: none"> a. Title III b. Sped c. SpEd d. Title III e. LCFF 		
Budget Reference	<ul style="list-style-type: none"> a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999 		

Action **2** Professional Development- Curriculum and Instruction

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

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Professional Development- Curriculum and Instruction</p> <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 b. Altus University courses provided to increase capacity though leadership studies and training focused on teaching as a professional practice c. Hire math specialist to support professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ul style="list-style-type: none"> a. \$170,600 b. \$7,811 	<p>Amount</p>	<p>Amount</p>

	c. \$2,572 d. \$70,000			
Source	a. LCFF b. Title I c. Title I d. LCFF	Source		Source
Budget Reference	a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999	Budget Reference		Budget Reference

Action **3** Professional Development- Curriculum and Instruction for EL, FY, LI

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

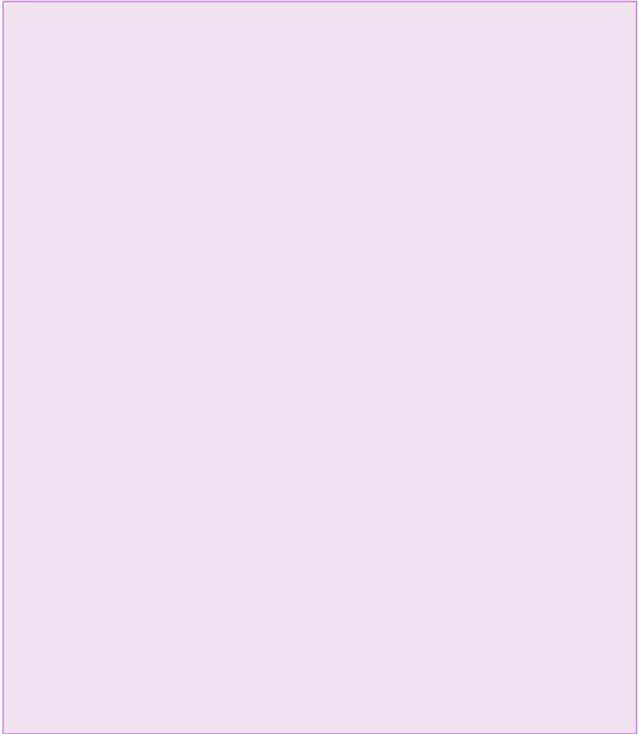
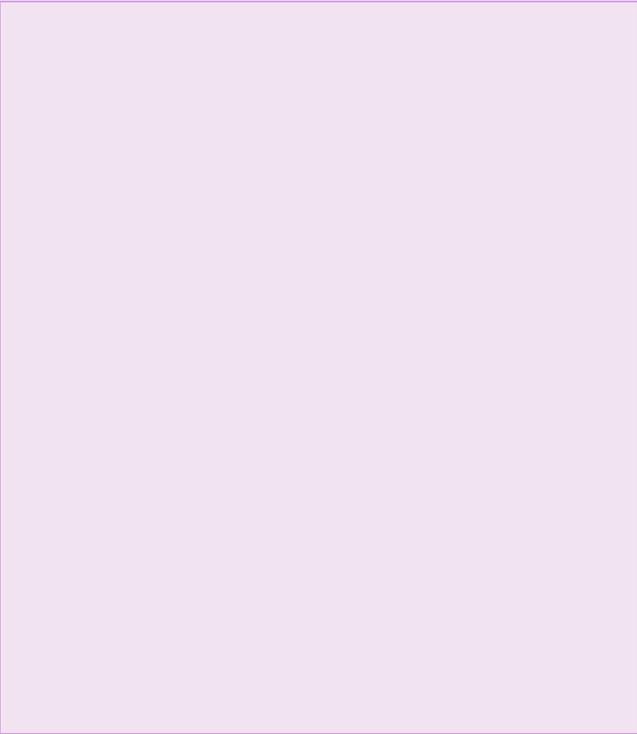
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Professional Development- Curriculum and		

Instruction for EL, FY, LI

- a. English Language Achievement Department (ELAD) to provide training and coaching on research-based strategies and tools to support effective ELD program implementation
- b. 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)
- c. Homeless and Foster Youth Liaison to coordinate trainings for legal and best practices for schools serving homeless and Foster Youth.
- d. Enhance parent trainings with information and support with post-secondary planning



BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$35,355 b. \$11,342 c. \$11,716 d. \$3,858 e. \$500 		
Source	<ul style="list-style-type: none"> a. LCFF b. Title I c. LCFF d. Title I e. Title I 		

Budget Reference

- a. 1000-1999
- b. 1000-1999
- c. 3000-3999
- d. 3000-3999
- e. 5000-5999

Budget Reference

Budget Reference

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

The school provides 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%			
Maintain an expulsion rate at 1% or less	0%			

Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Students: 97.7% Parents: 100%	Students: 90%+ Parents: 90%+		
Maintain a compliant School Safety Plan	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** Safe Schools

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Safe Schools</p> <ul style="list-style-type: none"> 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 parents and students with opportunities for input into safety planning

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$175,493 b. \$38,224 c. \$79,309 d. \$1000		
Source	a. LCFF b. LCFF c. LCFF d. LCFF		
Budget Reference	a. 1000-1999 b. 2000-2999 e. 3000-3999 f. 4000-4999		

Action **2** Social, Emotional, and Behavioral Support Systems

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Social, Emotional, and Behavioral Support Systems</p> <ul style="list-style-type: none"> a. Provide a leadership and character development program, Cadet Corps, to promote student achievement b. Provide training on mental health crisis intervention for all new teachers c. Provide nursing services to support student social-emotional health and well-being d. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability e. Provide k-5 homeschool students with weekly small group collaborative learning experiences to promote academic and social skill development 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount</p> <ul style="list-style-type: none"> a. \$240,371 b. \$278,091 c. \$133,117 	<p>Amount</p>	<p>Amount</p>

Source	a. LCFF b. LCFF c. LCFF	Source		Source	
Budget Reference	a. 1000-1999 b. 2000-2999 c. 3000-3999	Budget Reference		Budget Reference	

Action **3** Social, Emotional, and Behavioral Support Systems for Low Income, Homeless, and Foster Youth

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Social, Emotional, and Behavioral Support Systems for Low Income, Homeless, and Foster Youth 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. Increase capacity for Trauma-Informed Practices for Schools by training trainers

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$82,202 b. \$33,844	Amount	Amount
Source a. LCFF b. LCFF	Source	Source
Budget Reference a. 1000-1999 b. 3000-3999	Budget Reference	Budget Reference

New
 Modified
 Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

The school will engage stakeholders in the learning community to promote student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase formal partnerships with community based organizations by 10%	18	20		
Receive School Facility Good Repair Status of "good" or "exemplary"	New Measure	Status of "good" or "exemplary"		
Promote monthly formal opportunities for parent engagement	New Measure	1 formal engagement event/opportunity each month = 12 for year		
90% of parents will report that Resource Centers engage students in innovative learning opportunities	New measure	90%+		

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** Student, Parent, and Community Engagement

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

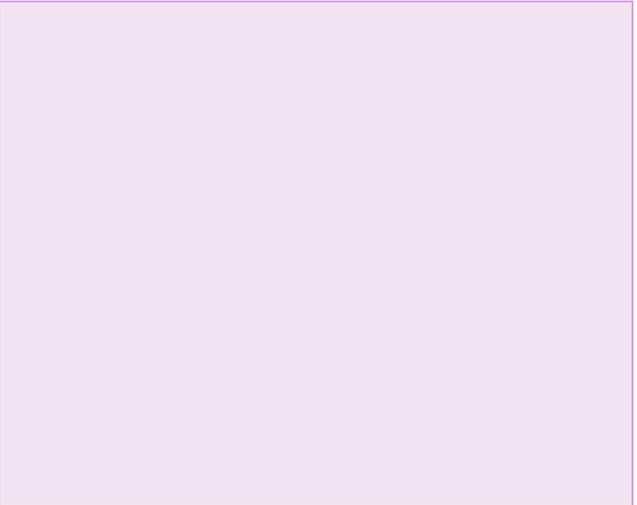
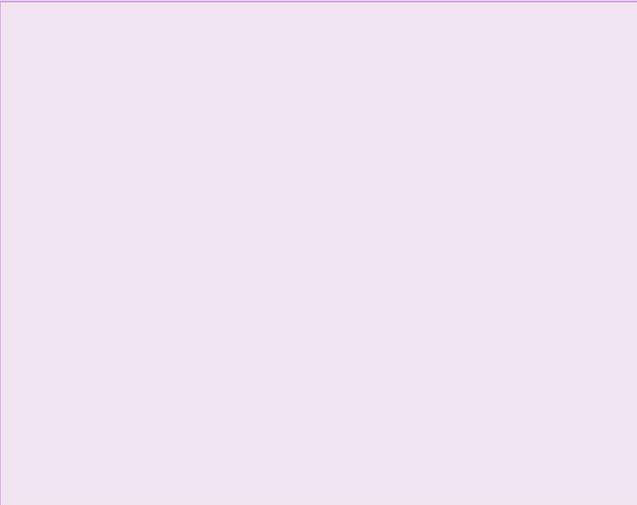
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Student, Parent, and Community Engagement</p> <p>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</p> <p>b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)</p> <p>c. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning</p>		

- environments to inspire achievement
- d. Provide k-5 homeschool students and families with a Resource Center that promotes collaborative learning and enrichment opportunities
- 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)



BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$26,989 b. \$123,099 c. \$82,594 d. \$10,000 e. \$420,739 	Amount	Amount
Source	<ul style="list-style-type: none"> a. LCFF b. LCFF c. LCFF d. LCFF e. LCFF 	Source	Source
Budget Reference	<ul style="list-style-type: none"> a. 1000-1999 b. 2000-2999 c. 3000-3999 d. 4000-4999 e. 5000-5999 	Budget Reference	Budget Reference

Action **2** Student, Parent, and Community Engagement for English Learners

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Student, Parent, and Community Engagement for English Learners</p> <ul style="list-style-type: none"> a. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program b. Provide translated materials and resources for parents/guardians of ELs c. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="a. \$3,425"/>	Amount <input type="text"/>	Amount <input type="text"/>

	b. \$580 c. \$1,700			
Source	a. Title I b. Title I c. Title III	Source		Source
Budget Reference	a. 1000-1999 b. 3000-3999 c. 5000-5999	Budget Reference		Budget Reference

Action **3** Community Relations and Partnerships

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Community Relations and Partnerships 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

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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$34,251 b. \$5,795 c. \$93,696		
Source	a. LCFF b. LCFF c. LCFF		
Budget Reference	a. 1000-1999 b. 3000-3999 c. 5000-5999		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$543,787

Percentage to Increase or Improve Services:

10.98 %

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](#)).

Audeo 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 2017-18 LCAP outlines the following key actions/services that will increase student group achievement:

- Enhance processes of disaggregating and reporting student group data (Illuminate and Storybook) to make timely data-driven decisions to close the achievement gap.
- Provide supplemental tutoring services in ELA and math
- Implement a Nutrition Program
- Implement a Bus Pass Program
- Implement a Technology Access Program
- Enhance the ELD Program with additional courses, resources, and literacy supports
- Enhance course offerings to meet the needs of students in transition, low income students and ELs with MyPath courses and Credit Recovery Courses
- Improve Professional Learning to include parent trainings and Trauma Informed Practices trainings.
- Increase counseling services to support social-emotional/behavioral support systems.

