LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Audeo Charter School	Veronica Ballman, School Coordinator	vballman@audeocharterschool.net

2017-20 Plan Summary

The Story

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

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

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

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

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

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

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

Based on Month 10 student demographic data:

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

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

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

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

LCAP Highlights

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

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

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

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

Key Actions & Services for All

-Pathways Personalized Education Plan

-The Storybook

-Multi-Tiered System of Supports (MTSS): The Intervention and Diversion Program

Highlights of Increased/Improved Actions & Services

-Data Integration Systems (NWEA, Illuminate, Naviance)

-English Learner Achievement Department (ELAD)

Highlights of Supplemental Actions & Services

-Math Tutoring Focused on Standards & Key Claims and Targets

-CSI: ELA and Math Coaching and Tutoring for Grade 12 Students

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

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

Key Actions & Services for All

-Blended Learning Model with UC/CSU Approved Courses

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

Highlights of Increased/Improved Actions & Services
-Pathways Learning Lead
-Curriculum Enhancements: Achieve 3000, BrainPOP ESL
-Altus Connect Program
-LPSG: WRITE Institute

Highlights of Supplemental Actions & Services
-My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

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

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

Key Actions & Services for All

-Altus University

-CTE Professional Development in Key Industry Sectors and Externships

-Leadership Studies and Altus Fellow Project

-New Teacher Training: Youth Mental Health First Aid Certification

-Verification Process for Specialized Settings (VPSS)

Highlights of Increased/Improved Actions & Services

-Leading Edge Certification (LEC)

-Gifted and Talented Education (GATE) Certification

-Math Specialist

-Trauma Informed Practices (TIPS) Training

-LPSG: WRITE Institute Professional Learning

Highlights of Supplemental Actions & Services

-Altus University Parent University

-CSI: Train ELA and Math Coaches in SRSD principles

-CSI: Train Counselors in Check & Connect principles

Goal 4-Provide a Safe Environment and Supportive School Culture

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

Key Actions & Services for All

-School Safety Committee and Safety Plan

-Health & Nursing Department

Highlights of Increased/Improved Actions & Services

-Social Work Department: Intern Program

-Leadership & Character Development: Cadet Corps

-Nutrition Program

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

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

Key Actions & Services for All

-CTE Advisory Committee and CTE Industry Partners

- Innovative, Technology-Rich Resource Centers

-Website Enhancements

Highlights of Increased/Improved Actions & Services

-Marketing Plan

Highlights of Supplemental Actions & Services

-Bus Pass Program

Review of Performance

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

Greatest Progress

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

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

Greatest Progress:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Greatest Needs

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

-Graduation Rate

-College/Career

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

-ELA

-Math

-Chronic Absenteeism

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

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

EL: -154.43

SWD: -165.19

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

EL: -120.29

SWD: -116.69

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

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

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

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

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Stakeholder Engagement

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

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

Data Analysis

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

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

- Student, parent, teacher, staff survey results

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

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

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

Summary of Findings

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

- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two-three times as long to complete than other core courses.

- Grade 12 students exceed the expected enrollment time in the Pathways Exhibition course; this course takes students, on average, two-three times as long to complete than other practical courses.

- Grade 12 progress monitoring systems can be improved with targeted assistance from staff.

- The student information system has optional additional features that can be used as tools for 12th grade progress monitoring.

Evidence Based Interventions & Action Items

• Train math and ELA coaches in the Self-Regulated Strategy Development (SRSD) model. SRSD is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay.

• Provide additional math coaching and tutoring for students in grade 12 to increase progress and completion rates in core math courses required for graduation.

• Provide ELA coaching and tutoring for students in grade 12 to increase progress and completion rates in Pathways Exhibition course required for graduation.

• Provide Counselors with training in the Check & Connect program to increase student progress in grade 12 coursework. The Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.

• Provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.

• Increase Counselor responsibilities to include utilization of Check & Connect, using student information systems to identify and monitor grade 12 student progress on a weekly and monthly basis.

• Update student information systems to include enhanced features that allow for focused monitoring of grade 12 student progress.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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

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

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

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

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

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

Annual Update

LCAP Year Reviewed: 2018-2019

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

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

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Data and Measures of Student Achievement a. Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually) b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data c. Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems **Intervention and Student Support** 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	**Data and Measures of Student Achievement** **98.6% of teachers report they have the tools to use data to improve instructional decision making and adjust curriculum and instruction for all students** a. The Storybook was published monthly and provided Instructional teams with actionable, timely data by student group. b. The Data Integration Systems Department used multiple methods to inform the school's systems approach to Curriculum, Instruction, and Professional Learning. c. Provided training on summative ELPAC and initial CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems. **Intervention and Student Support** **98.6% of teachers report they have the training and coaching they need**	a. $1,623,066 b. $143,098 c. $671,609 d. $5000	

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
c. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Leaners (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	**to use data to drive instructional decisions for all student groups** a. Recruited for high quality teachers to engage high risk students and support their achievement b. School Coordinator oversaw the integrated implementation of the Pathways Personalized Education Plan (PPEP) process. c. The annual Instructional Plan's (scope and sequence) focus was developed around math and ELA goals for all students and student groups d. Refined the data collection of the Intervention and Diversion Program (MTSS) to closely monitor high –risk student engagement in school and reduce school absences		
		a. LCFF Base b. LCFF Base c. LCFF Base d. LCFF Base	Included in table above
		a. 1000-1999 b. 2000-2999 c. 3000-3999	Included in table above

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		d. 5000-5999	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student group results to best inform Curriculum, Instruction and Professional Learning Systems and close the achievement gaps b. Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students	**98.6% of teachers report they use effective instructional materials and implement best practices to promote English Learner achievement** a. Administered NWEA MAP Pre- and Post- Assessments to inform instructional practices and to assess students' rates of achieving learning targets. b. Utilized Illuminate to administer End of Course Exams and to display and report multiple measures of achievement data for instructional decision-making. c. English Learner Achievement Department (ELAD) provided resources and supports for ELD program implementation d. Provided multiple paths to earn a high school diploma or equivalent: High School	a. $264,366 b. $139,889 c. $4,4901 d. $143,191 e. $20,987 f. $5,000	

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

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

Action 3

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

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

Expected	Actual

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pathways and College and Career Readiness a. Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs b. Implement CTE Certification Programs aligned to key sectors and student PPEP results c. Provide comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program d. Continue to offer CTE courses aligned to CTE Model Framework e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement f. Enhance ELD program to include course offerings and instructional practices that promote literacy development	**Pathways and College and Career Readiness** **98.6% of teachers report all students have access to Pathways course offerings that prepare them for college and career** a. Expanded course offerings to include Designing Careers, Child Development, Career and Life Management b. Implemented CTE Certification Programs in Hospitality c. Provided comprehensive work-based learning opportunities for students that include: service learning, internships, job shadowing, and Work Experience Education Program d. Continued to offer CTE courses aligned to CTE Model Framework e. Updated Pathways E-Portfolio graduation requirement course to align to CTE Anchor	a. $67,088 b. $13,458 c. $23,770 d. $4,366 e. $10,000	

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs **Standards Aligned Course of Study and Curriculum** a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses) c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students will multiple learning styles d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved	Standards for Career Ready Practice f. Enhanced ELD program to include course offerings and instructional practices that promote literacy development g. Enriched blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs **Standards Aligned Course of Study and Curriculum** **95.7% of teachers report English Learners, Socioecomically Disadvantaged students, Students with Disabilities, Homeless and Foster Youth have access to advanced courses (Honors and AP)** a. Reviewed, updated, and monitored course of study to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements		

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

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. LCFF S/C	
		a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999 e. 5000-5999	Included in table above

Action 3

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8

Local Priorities: Strategic Initiatives: 5 & 6

Annual Measurable Outcomes

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-	a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards: ELA- 120 hours, ELD- 32 hours, Math- 270 hours, Science 56 hours, Social Studies 32 b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS): Math= 1 teacher, ELA= 1 teacher c. 100% of CTE Teachers are appropriately credentialed d. AU offered 3 Leadership Study courses and increased capacity with the Fellows Program (cohort of 9) e. New teachers participated in the SDCOE sponsored YMHFA 8 hour certification course in October 2018 and April 2019	a. $14,128 b. $4,224 c. $2,550	

Sum of Estimated Actuals		
Source	Object Code	Total
CRBG	1000-1999	$ 2,045
	3000-3999	$ 668
CRBG Total		$ 2,713
LCFF Base	1000-1999	$ 40,617
	3000-3999	$ 1,716
	5000-5999	$ 2,410
LCFF Base Total		$ 44,743
Grand Total		$ 47,456

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Informed Practices for Schools (TIPS)			
		a. LCFF Base b. LCFF Base c. LCFF Base	Included in table above
		a. 1000-1999 b. 3000-3999 c. 5000-5999	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-	a. Increase teachers' educational technology competency through Altus University Tech Tools trainings. b. 1 teacher certified as GATE Instructor c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups (Number of RCs per school) d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provided 3 teacher trainings on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)	a. $13,458 b. $15,990 c. $5,451 d. $4,366 e. $3,600	

Sum of Estimated Actuals		
Source	Object Code	Total
LCFF S/C	1000-1999	$ 11,080
	3000-3999	$ 3,879
	5000-5999	$ 7,780
LCFF S/C Total		$ 22,739
SPED	1000-1999	$ 4,578
	3000-3999	$ 1,467
SPED Total		$ 6,045
Title II	1000-1999	$ 2,536
	3000-3999	$ 886
Title II Total		$ 3,422
Title III	5000-5999	$ 500
Title III Total		$ 500
Grand Total		$ 32,706

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Informed Practices for Schools (TIPS)			
		a. SPED b. Title II c. LCFF S/C d. SPED e. LCFF S/C	Included in table above
		a. 1000-1999 b. 1000-1999 c. 3000-3999 d. 3000-3999 e. 5000-5999	Included in table above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Enhance parent trainings with information and support with post-secondary planning b. Promote parent participation in trainings and provide childcare and supports necessary to increase involvement	**93.3% of teachers report that parents are provided resources and opportunities to support student learning** a. Enhance parent trainings with financial aid sessions and postsecondary resources, cyberbullying trainings events b. Promoted parent participation in the Young Men's Summit for Success and the Young Women's Summit for Success	a. $1,043 b. $319	

Sum of Estimated Actuals		
Source	Object Code	Total
Title II	1000-1999	$ 2,435
	3000-3999	$ 793
Title II Total		$ 3,228
Title IV	1000-1999	$ 7,537
	3000-3999	$ 2,463
Title IV Total		$ 10,000
Grand Total		$ 13,228

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. Title II b. Title II	Included in table above
		a. 1000-1999 b. 3000-3999	Included in table above

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Annual Measurable Outcomes

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Safe Schools a. Update and monitor effective School Safety Plan b. School Safety Committee to implement the School Safety Plan c. Training and resources provided to ensure staff are informed, prepared, and compliant d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc) e. Provide nursing services to support student social-emotional health and well-being f. Provide parents and students with opportunities for input into safety planning	**Safe Schools** **98.5% of teachers report they are trained on safety preparedness and are updated on policies and procedures related to the safety of staff and students** a. Update and monitor effective School Safety Plan b. School Safety Committee met quarterly to oversee the implementation of the School Safety Plan c. Training and resources provided: EpiPen, CPS and Mandated Reporting, Safety Procedures, AED Storage and Operation d. Updated Emergency safety items at all Resource Centers, updated First Aid Kits, installed AEDs at each Resource Center e. Provided health services to support student social-emotional health and well-being f. Provided parents and students with opportunities for input into safety planning	a. $133,447 b. $49,508 c. $2,500 d. $1,000	

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		a. LCFF Base b. LCFF Base c. LCFF Base d. SPED	Included in table above
		a. 1000-1999 b. 3000-3999 c. 4000-4999 d. 5000-5999	Included in table above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Social, Emotional, and Behavioral Support Systems a. Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals b. Provide a leadership and character development program, Cadet Corps, to promote student achievement c. Provide small group learning environment at each Resource	**Social, Emotional, and Behavioral Support Systems** **97.8% of teachers report they are trained and able to use resources to support the social-emotional needs of students** a. School Social Work Services and School Counselor coordinated agencies, provide services, and facilitate referrals to support student academic and social/emotional goals b. Provided a leadership and character development program, Cadet Corps, to promote student achievement	a. $196,419 b. $68,128 c. $120,000	Sum of Estimated Actuals Source / Object Code / Total LCFF S/C 1000-1999 $ 271,072 3000-3999 $ 34,542 4000-4999 $ 450 5000-5999 $ 16,930 LCFF S/C Total $ 322,994 SPED 5000-5999 $ 138,000 SPED Total $ 138,000 Grand Total $ 460,994

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Center that promotes positive behavior and accountability d. Provide a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilize Backboard Systems as a safety communication tool	c. Provided small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provided a Nutrition Program, partnering with The San Diego Food Bank, that includes healthy snacks, education, and outreach to qualifying students e. Utilized Backboard Systems as a safety communication tool		
		a. LCFF S/C b. LCFF S/C c. SPED	Included in table above
		a. 1000-1999 b. 3000-3999 c. 5000-5999	Included in table above

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

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

Annual Measurable Outcomes

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student, Parent, and Community Engagement a. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods) c. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement d. Design facilities to meet the "best practices" standards for NGSS lab work e. Enhance website features and content to provide accurate and timely information to parents and community members. f. Utilize web-based programs to increase parental engagement	**Student, Parent, and Community Engagement** **98.5% of teachers report that Resource Centers are effectively designed to engage students in 21st century learning environments** a. Provided 22 events for students, parents, and community members to receive information/ resources and provide input into the school program b. Established an opportunity for parent meetings on a monthly basis (multiple methods) c. Enhanced Resource Centers with technology and tools that engage students in 21st century learning environments d. Designed facilities to meet the "best practices" standards for NGSS lab work e. Enhanced website features and content to provide accurate and timely information to parents and community members.	a. $8,156 b. $38,798 c. $26,183 d. $96,250 e. $645,420 f. $1,800	

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

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**100% of teachers report that the school is able to promote its program to diverse populations seeking alternative educational outcomes** a. Leveraged community partners to provide services and supports to staff, students, and families including mental health services, life skills, legal aid, health services, medical support and supplies, groceries, bus passes, computers, clothing. b. Implemented a Marketing Plan and continued to enroll a diverse student population	a. $20,860 b. $25,000 c. $14,960 d. $15,000 e. $97,750	Sum of Estimated Actuals Source / Object Code / Total LCFF S/C / 2000-2999 / $ 32,781 3000-3999 / $ 13,538 4000-4999 / $ 2,864 5000-5999 / $ 83,090 LCFF S/C Total / $ 132,273 Grand Total / $ 132,273
		a. LCFF S/C b. LCFF S/C c. LCFF S/C d. LCFF S/C e. LCFF S/C	Included in table above
		a. 1000-1999 b. 2000-2999 c. 3000-3999 d. 4000-4999	Included in table above

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		e. 5000-5999	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Increase access to Resource Center supports and services by providing bus passes to qualifying students	a. Increased access to Resource Center supports and services by providing bus passes to qualifying students	a. $500	Sum of Estimated Actuals Source / Object Code / Total LCFF S/C / 5000-5999 / $ 302 LCFF S/C Total / $ 302 Title I / 4000-4999 / $ 2,422 Title I Total / $ 2,422 Grand Total / $ 2,724
		a. Title I	Included in table above
		a. 4000-4999	Included in table above

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

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

Stakeholder Engagement

LCAP Year: **2019-2020**

Involvement Process for LCAP and Annual Update

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

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

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

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

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

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

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

Impact on LCAP and Annual Update

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

<u>Top Priorities Identified By Stakeholders and LCAP Goals Actions & Services</u>

Curriculum and Instruction

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

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

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

Professional Learning

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

To Increase and Improve Services for Unduplicated Student Groups: Math and Instructional Practices, Mental Health for Youth

Addressed in LCAP: Goal 3 Actions and Services

Assessment and Accountability

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

To Increase and Improve Services for Unduplicated Student Groups: ELPAC skill training for students, SBAC UDA training for students

Addressed in LCAP: Goal 1 Actions and Services, Goal 3 Actions and Services

School Culture and Learning Environment

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

To Increase and Improve Services for Unduplicated Student Groups: Social Work Program, Bus Pass Program, and Nutrition Program

Addressed in LCAP: Goal 4 Actions and Services, Goal 5 Actions and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

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

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Base Program** for All Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**Data and Measures of Student Achievement** a. Collect, analyze and disseminate key performance measures aligned to student achievement and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		publish in The Storybook (monthly, annually) b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data c. Provide training on computer-based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems **Intervention and Student Support** d. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement e. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals f. Develop and implement school wide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE)) g. Refine the implementation of the Intervention and Diversion

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school h. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

Year	2017-18	2018-19	2019-20

Source	Object Code	Goal 1.1
LCFF BASE		$ 2,838,664
Lottery NonProp	1000-1999	$ 68,467
	3000-3999	$ 26,760
Lottery NonProp Total		**$ 95,227**
SPED	1000-1999	$ 273,119
	2000-2999	$ 50,652
	3000-3999	$ 123,273
SPED Total		**$ 447,044**
TITLE I	2000-2999	$ 54,825
	3000-3999	$ 14,733
TITLE I Total		**$ 69,558**
TITLE IV	1000-1999	$ 7,328
	3000-3999	$ 2,363
TITLE IV Total		**$ 9,691**
ESSA: CSI	1000-1999	$ 5,518
	3000-3999	$ 1,921
ESSA: CSI Total		**$ 7,439**
CSEPDB	5000-5999	$ 2,792
CSEPDB Total		**$ 2,792**
Grand Total		**$ 3,470,415**

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

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Implement the web-based NWEA system, administer Pre- and Post-Assessments, analyze and report student group results to best inform

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Curriculum, Instruction and Professional Learning Systems and close the achievement gaps b. LPSG:Utilize Illuminate to assess, disaggregate and report student group (English Learners, Low Income, Foster Youth, Special Ed, Pregnant/Parenting) data in order to make timely data-driven decisions to close the achievement gap c. English Learner Achievement Department (ELAD) to support the increased achievement of English Learners d. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk students e. Use Naviance Program to support the successful post-secondary planning of students who are high risk and/or disadvantaged f. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

Source	Object Code	Goal 1.2
LCFF S/C	1000-1999	$ 48,604
	2000-2999	$ 56,216
	3000-3999	$ 50,526
	4000-4999	$ 6,000
	5000-5999	$ 2,500
LCFF S/C Total		**$ 163,846**
LPSBG	5000-5999	$ 3,364
LPSBG Total		**$ 3,364**
SPED	1000-1999	$ 7,435
	3000-3999	$ 2,925
SPED Total		**$ 10,360**
TITLE I	5000-5999	$ 9,888
TITLE I Total		**$ 9,888**
TITLE IV	1000-1999	$ 852
	3000-3999	$ 275
TITLE IV Total		**$ 1,127**
ESSA: CSI	1000-1999	$ 2,365
	3000-3999	$ 823
ESSA: CSI Total		**$ 3,188**
Grand Total		**$ 191,773**

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 3

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Provide supplemental tutoring in Math to qualifying students to close the achievement gap b. Enhance the SIS Parent Portal to create Score Reports to increase parent access to Assessment data, Instructional results, and student progress c. CSI: Provide Math and ELA coaching and tutoring for students in grade 12 d. CSI: Increase counselor role to provide additional monitoring and intervention for students in grade 12 e. CSI: Enhance School Pathways SIS system features to effectively monitor grade 12 student progress

Budgeted Expenditures

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

Source	Object Code	Goal 1.3
LCFF BASE		$ 67,650
LCFF S/C	2000-2999	$ 20,093
	3000-3999	$ 5,399
LCFF S/C Total		$ 25,492
SPED	2000-2999	$ 12,891
	3000-3999	$ 3,350
SPED Total		$ 16,241
TITLE I	5000-5999	$ 38,356
TITLE I Total		$ 38,356
ESSA: CSI	1000-1999	$ 3,579
	3000-3999	$ 948
	5000-5999	$ 120,995
ESSA: CSI Total		$ 125,522
Grand Total		$ 273,261

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Base Program** for All Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**Pathways and College and Career Readiness** a. Align CTE Curriculum to CTE Model Standards--Business Careers 1, 2 (exploratory) -Service Learning 1, 2(exploratory)

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		-Work Experience 1, 2, 3, 4 (exploratory) -Intro to Parenting (child dev) -Parenthood Ed (child dev) -Psychology (child dev) -Intro to Military Science (pub services) b. Create Work Based Learning-School Curriculum Crosswalk c. Create digital portfolios in capstone courses d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness e. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement f. Enhance ELD program to include course offerings and instructional practices that promote literacy development g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs **Standards Aligned Course of Study and Curriculum** h. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD),

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements i. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses) j. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for SWD and students with multiple learning styles k. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students l. Create ELD ELA course pathway that is UC a-g approved

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

Source	Object Code	Goal 2.1
LCFF BASE		$ 224,807
SPED	1000-1999	$ 6,750
	3000-3999	$ 2,792
SPED Total		$ 9,542
TITLE II	1000-1999	$ 1,525
	3000-3999	$ 498
	5000-5999	$ 5,000
TITLE II Total		$ 7,023
Grand Total		$ 241,372

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high risk student groups and historically underserved students b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program e. LPSG: Implement WRITE INSTITUTE- The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		serves as a foundation for 21st Century Learning Skills.

Budgeted Expenditures

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

Source	Object Code	Goal 2.2
LCFF S/C	4000-4999	$ 12,393
	5000-5999	$ 55,000
LCFF S/C Total		$ 67,393
TITLE III	4000-4999	$ 947
	5000-5999	$ 2,457
TITLE III Total		$ 3,404
Grand Total		$ 70,797

Action 3

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Provide supplemental curriculum for ELs and LI students though “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap b. Customize curriculum with supplemental resources to increase student access to the core curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

Source	Object Code	Goal 2.3
TITLE I	4000-4999	$ 5,284
TITLE I Total		$ 5,284
TITLE III	4000-4999	$ 1,082
TITLE III Total		$ 1,082
Grand Total		$ 6,366

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 8

Local Priorities: Strategic Initiatives: 5 & 6

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Base Program** for All Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS) c. Increase teachers' mastery of differentiation of instruction for all learners, including SWD through Neurodevelopmental Strengths

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Based Teaching and Learning Certification d. Provide CTE Professional Development in key Industry Sectors and Externships e. Altus University courses provided to increase capacity though Leadership Studies and Fellows Project f. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification

Budgeted Expenditures

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

Source	Object Code	Goal 3.1
LCFF BASE		$ 72,638
LCFF S/C	5000-5999	$ 10,000
LCFF S/C Total		$ 10,000
TITLE II	1000-1999	$ 799
	3000-3999	$ 269
	5000-5999	$ 1,585
TITLE II Total		$ 2,653
Grand Total		$ 85,291

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification c. Math specialist to provide additional support & professional

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS) f. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) Institute two-day institute for K-12 teacher leaders and administrators. The school will collaborate with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades k-12.

Budgeted Expenditures

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

Source	Object Code	Goal 3.2
LCFF S/C	1000-1999	$ 10,692
	3000-3999	$ 3,573
	5000-5999	$ 12,000
LCFF S/C Total		$ 26,265
TITLE IV	1000-1999	$ 170
	3000-3999	$ 55
TITLE IV Total		$ 225
TITLE II	1000-1999	$ 1,875
	3000-3999	$ 658
TITLE II Total		$ 2,533
Grand Total		$ 29,023

Action 3

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

Students to be Served:

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

Low Income, Foster Youth, English Learners

Scope of Services:

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

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Expand Altus University to include a specialized branch of “Parent University” to provide accessible, relevant, and engaging courses and training opportunities for parent partners b. CSI: Train Math and ELA Coaches in SRSD Model principles c. CSI: Train Counselors in Check & Connect Model principles d. CSI: Provide professional development focused on graduation strategies and supporting successful student outcomes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

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

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3 & 6

Local Priorities: Strategic Initiatives: 3, 10

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Base Program** for All Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**Safe Schools** a. Update and monitor effective School Safety Plan b. School Safety Committee to implement the School Safety Plan c. Training and resources provided to ensure staff are informed, prepared, and compliant d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc) e. Provide nursing services to support student social-emotional health and well-being f. Provide parents and students with opportunities for input into safety planning g. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Goal Writing trainings for Special Education staff.

Budgeted Expenditures

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

Source	Object Code	Goal 4.1
LCFF BASE		$ 182,935
SPED	2000-2999	$ 230
	3000-3999	$ 183
SPED Total		$ 413
Grand Total		$ 183,348

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**Social, Emotional, and Behavioral Support Systems** a. Expand School Social Work Services to include intern program and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability d. Provide a Nutrition Program qualifying students e. Utilize Backboard Systems as a safety communication tool

Budgeted Expenditures

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

Source	Object Code	Goal 4.2
LCFF S/C	1000-1999	$ 138,499
	3000-3999	$ 49,990
	4000-4999	$ 50,900
	5000-5999	$ 5,200
LCFF S/C Total		$ 244,589
ESSA: CSI	1000-1999	$ 7,882
	3000-3999	$ 2,745
ESSA: CSI Total		$ 10,627
Grand Total		$ 255,216

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5 & 6

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Base Program** for All Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	**Student, Parent, and Community Engagement** a. Create formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships) b. Provide opportunities for students, parents, and community members

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods) d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement e. Design facilities to meet the “best practices” standards for NGSS lab work f. Enhance website features and content to provide accurate and timely information to parents and community members. g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal) h. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program i. Provide translated materials and resources for parents/guardians of ELs

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		j. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers k. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee participation opportunities for parents of SWD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	

Source	Object Code	Goal 5.1
LCFF BASE	4000-4999	$ 71,000
	5000-5999	$ 504,000
LCFF BASE Total		$ 575,000
LCFF S/C	1000-1999	$ 114,385
	2000-2999	$ 68,233
	3000-3999	$ 57,488
LCFF S/C Total		$ 240,106
CLEAN ENERGY	5000-5999	$ 48,511
CLEAN ENERGY Total		$ 48,511
Grand Total		$ 863,617

Source	N/A	N/A	Included in table above
Budget Reference	N/A	N/A	Included in table above

Action 2

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Increased or Improved Services** for LI, Homeless & FY, EL

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options

Budgeted Expenditures

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

Source	Object Code	Goal 5.2
LCFF S/C	2000-2999	$ 18,359
	3000-3999	$ 7,904
	5000-5999	$ 90,403
LCFF S/C Total		$ 116,666
Grand Total		$ 116,666

Action 3

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))
Low Income, Foster Youth, English Learners	LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	N/A	Modified: **Supplemental** Program for Socioeconomically Disadvantaged and Limited English Proficient Students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	a. Increase access to Resource Center supports and services by providing bus passes to qualifying students

Budgeted Expenditures

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

Source	Object Code	Goal 5.3
TITLE I	4000-4999	$ 2,646
TITLE I Total		$ 2,646
Grand Total		$ 2,646

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 887,157	15.88 %

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

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

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

<u>Instruction</u>

-Improve data driven instruction with Illuminate, NWEA MAP and Naviance

-Enhance school's ability to assess and monitor all students' and student group progress and proficiency with Data Integration Systems

-Improve support for and services for instructional departments for ELs through the focused work of the English Learner Achievement Department (ELAD)

<u>Curriculum</u>

-Increase technology access and blended learning opportunities: Connect Program

-Pathways Learning Lead position to increase access and opportunity for all Pathways

-Enhance Curriculum with literacy programs: Achieve 3000, BrainPOP ESL

- Improve literacy integration across all core curriculum in coordination

Professional Learning

-Math Specialist to increase student achievement

-Improve Professional Learning to include Trauma Informed Practices (TIPS), LEC, GATE

Culture and Safety

-Implement a Nutrition Program to improve learning outcomes

-Provide a Leadership and Character Development Program: Cadet Corps

-Improve social, emotional, and behavioral supports for students: Social Work Program

Community Connectedness

-Implement a Bus Pass Program to increase access to the Resource Center and instructional supports

-Implement a Marketing Plan to increase awareness and connection to community as a school of choice

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

(d) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(e) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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