

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School III

CDS Code: 37681060137034

School Year: 2021 – 22

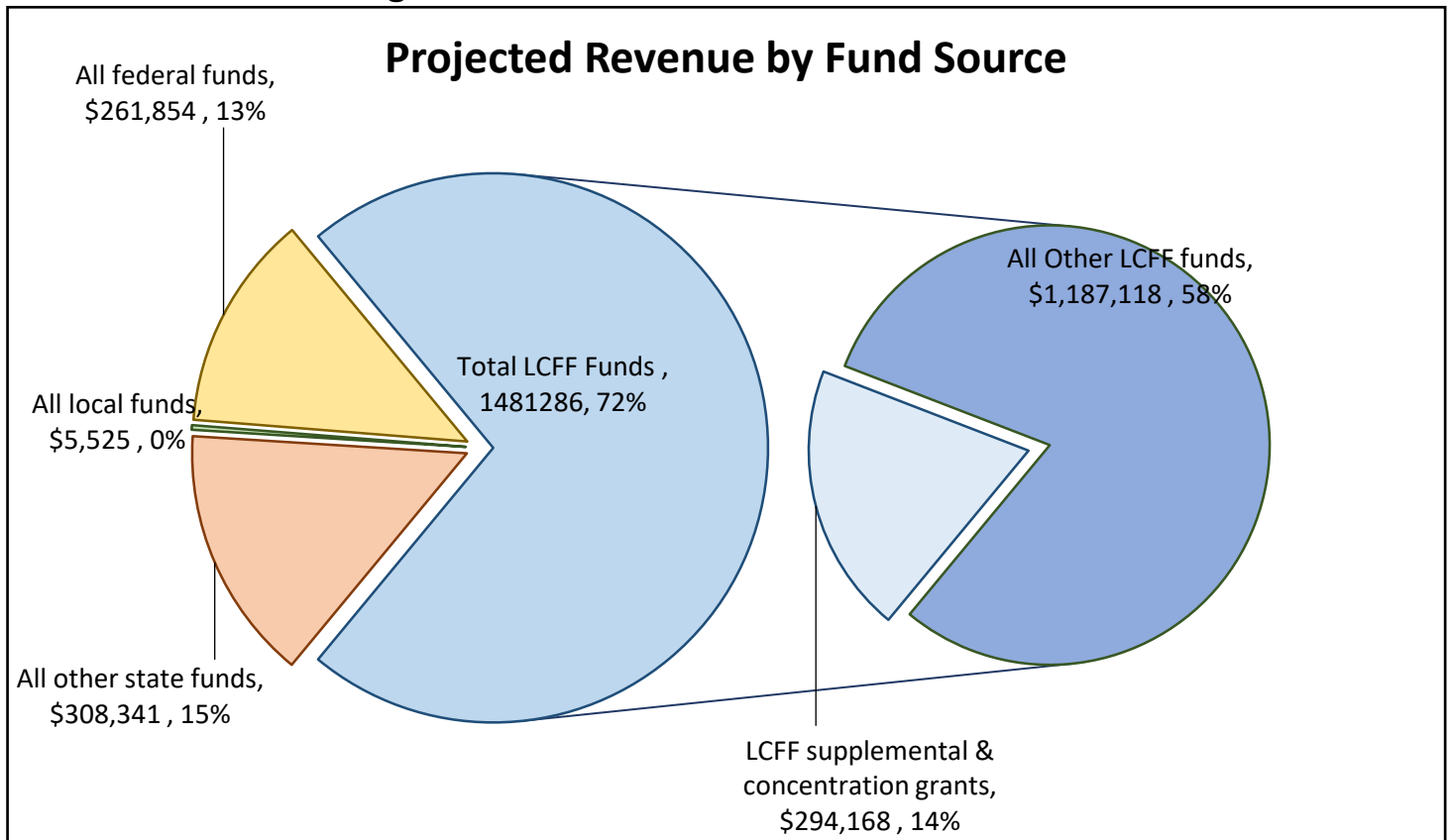
LEA contact information: Sharnita Moore, Phone: (858) 678-2050

Email: smoore@audeocharterschool.net

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

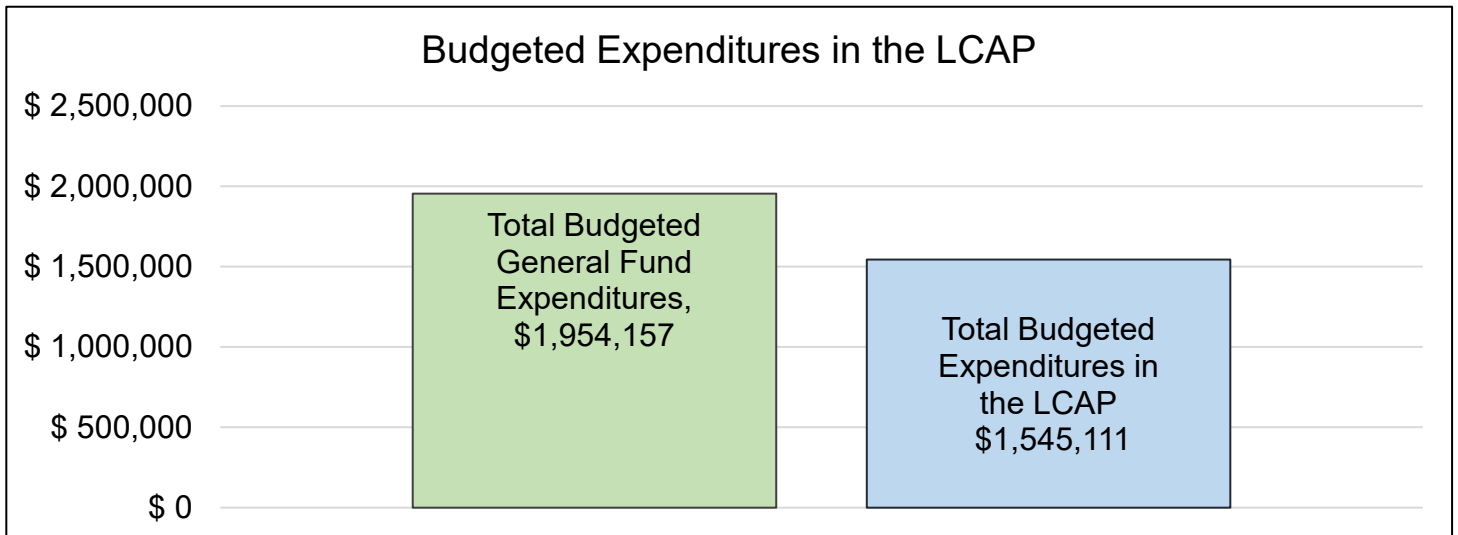


This chart shows the total general purpose revenue Audeo Charter School III expects to receive in the coming year from all sources.

The total revenue projected for Audeo Charter School III is \$2,057,006.00, of which \$1,481,286.00 is Local Control Funding Formula (LCFF), \$308,341.00 is other state funds, \$5,525.00 is local funds, and \$261,854.00 is federal funds. Of the \$1,481,286.00 in LCFF Funds, \$294,168.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Audeo Charter School III plans to spend \$1,954,157.00 for the 2021 – 22 school year. Of that amount, \$1,545,111.00 is tied to actions/services in the LCAP and \$409,046.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

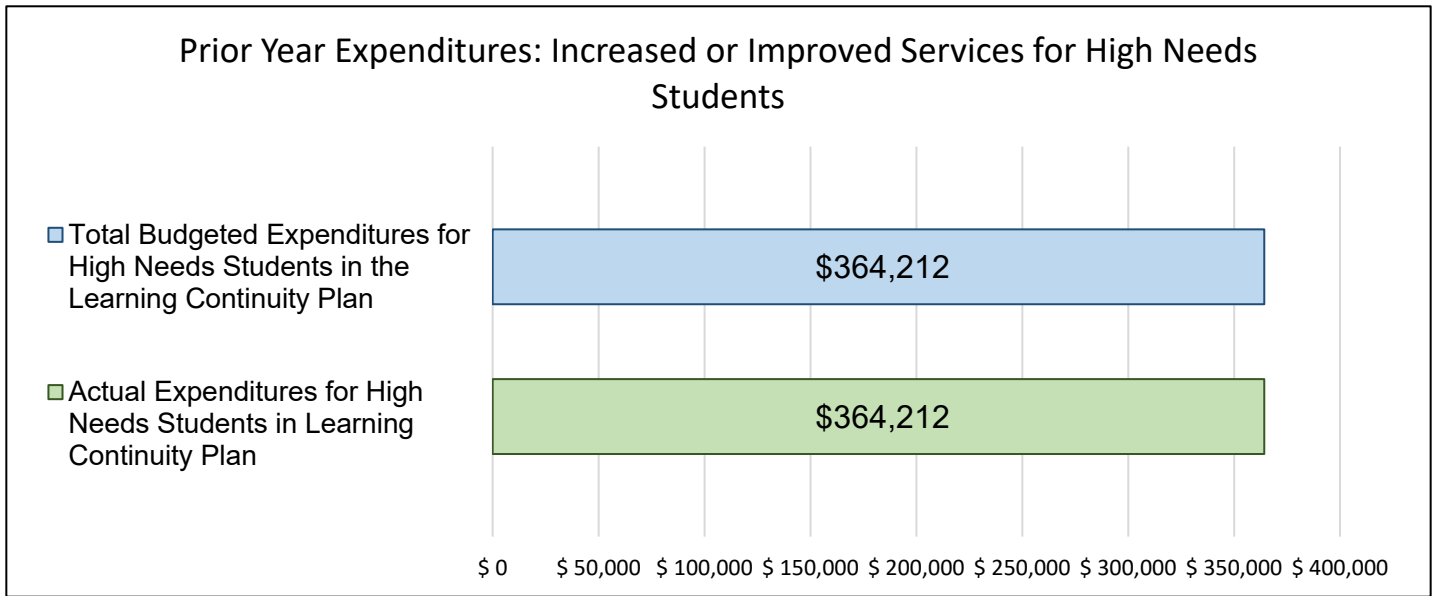
The budgeted expenditures that are not included in the are salaries of administrative staff, maintenance services, specialized therapy services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees

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

In 2021 – 22, Audeo Charter School III is projecting it will receive \$294,168.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School III must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Charter School III plans to spend \$343,696.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Audeo Charter School III's Learning Continuity Plan budgeted \$364,211.84 for planned actions to increase or improve services for high needs students. Audeo Charter School III actually spent \$364,211.84 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School III	Sharnita Moore School Coordinator II	smoore@audeocharterschool.net (858) 678-2050

Plan Summary: 2021-2022

General Information

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

Audeo Charter School III (Audeo III) is an education option that serves students in grades 6-12. The school was approved for operation by the Escondido Union High School District in July 2017. Audeo III is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

Audeo III is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo III, every student’s progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning ‘team’ and an integral part of the learning process.

Our school’s standards and expectations are high, and we are proud to offer a safe and supportive Resource Center that is conducive to learning. Tutoring is presented individually and in small groups. Courses at Audeo III are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo III works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

Audeo III is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). 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. The high-risk groups include the following:

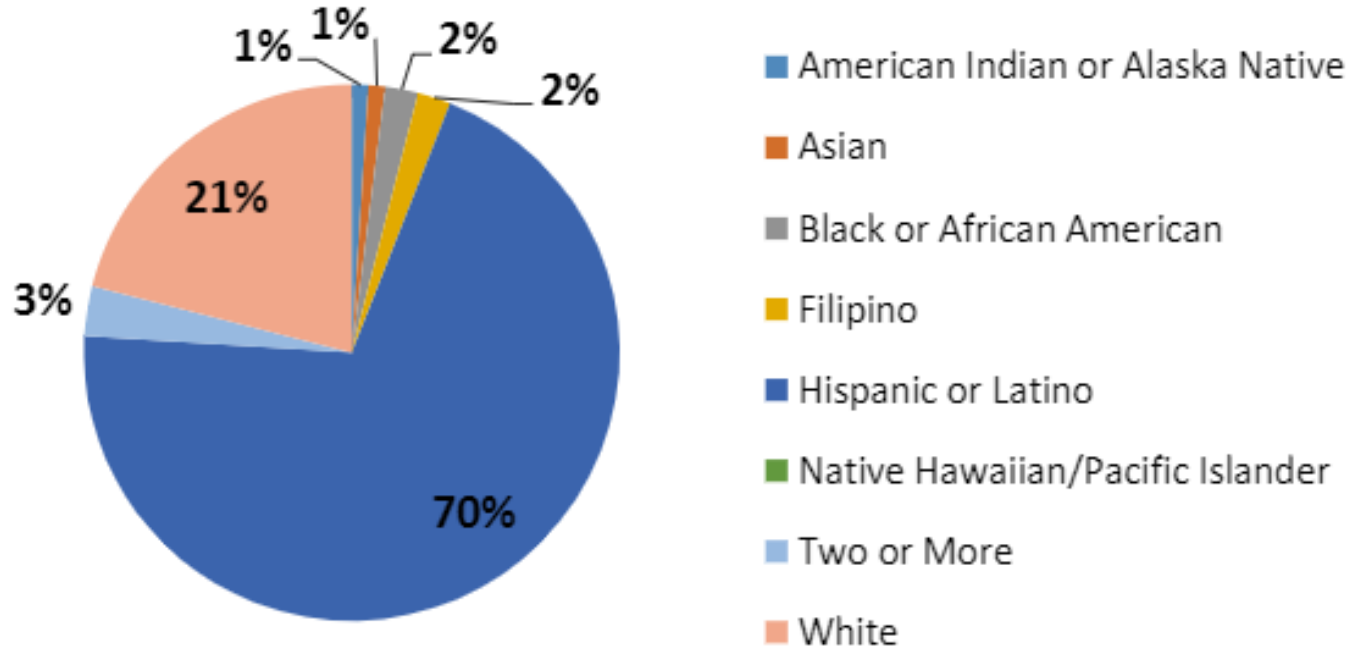
- a) Expelled

- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In February 2021, Audeo III had a total enrollment of 132 students. Of these 132 students, 75% were Socioeconomically Disadvantaged, 27% were Students with Disabilities, 22% were English Learners, 5% were Homeless, and 0.8% were Foster Youth.

In addition, of these 132 students, 70% were Hispanic, 21% were White, and 2% were Black or African American. 7% of students were other ethnicities. See the Enrollment by Ethnicity graphic below.

Enrollment by Ethnicity



Reflections: Successes

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

Audeo III stakeholders continue to be satisfied with the School's commitment to providing a personalized instructional program for all students. This personalized approach is the School's key instructional process: Pathways Personalized Education Plan (PPEP). Throughout the COVID-19 pandemic, a PPEP has been created, monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School stakeholders believe that the aforementioned systems and structures have supported student engagement and achievement throughout distance learning.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. However, the School continues to survey students and parents to ensure that a strong School-to-Home Partnership remains intact. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key

survey findings are provided below (survey results as of May 5, 2021).

Teacher Availability and Communication:

- 100% of parents report high levels of satisfaction with their child's teacher's availability and communication.
- 91% of students report high levels of satisfaction with their teacher's availability and communication.

Educational Needs:

- 100% of parents report that their child's teacher is meeting their needs.
- 95% of students report that their teacher is meeting their needs.

School Safety:

- 100% of parents report that they feel their child is safe at school.
- 95% of students report that they feel safe at the Resource Center.

Educational Program:

- 100% of parents report high levels of satisfaction with the school.
- 95% of students report high levels of satisfaction with the school.

Lastly, school stakeholders believe that the School has successfully maintained student engagement during distance learning by providing students with synchronous one-on-one academic tutoring, small group instruction, and access to teacher virtual office hours. Instructional staff have also stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. As of March 2021, Audeo III's Cumulative Participation Rate for the school year is 86.5% which is exceeding their locally set target of 84% by 2.5%. The academic support and engagement methods utilized by instructional staff this year, will continue to be implemented for 2021-2022 while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. However, the School's 2019-2020 DASS **Graduation Rate** was collected and made available by the California Department of Education (CDE). See the Graduation Rate by Student Group table below.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	41	23	56.1%
English Learners	8	*	*
Homeless	1	*	*
Socioeconomically Disadvantaged	20	7	35.0%
Students with Disabilities	9	*	*
Hispanic	30	15	50.0%
White	9	*	*
Two or More Races	2	*	*

It is important to note that Student Groups with an asterisk (*) indicates that the group consists of less than 11 students, the minimum size for reporting.

Audeo III was able to successfully graduate 23 students during the 2019-2020 school year, which is considered a 56.1% Graduation Rate. Grade 12 students who did not graduate by the end of the school year were re-enrolled for the 2020-2021 school year in order to help them finish their graduation requirements. Audeo III will remain committed to improving the Graduation Rate for All Students and closing performance gaps for Low Income and Hispanic student groups. In order to increase performance of these specific student groups, the School will implement these key instructional services and programs: 1) Increase academic tutoring opportunities focused on ELA and Math course completion, 2) Enhance Graduation Rate Monitoring System that strategically identifies low performing student groups throughout the school year, 3) Provide targeted counseling and intervention, and 4) Remove potential learning barriers by providing students with home technology, bus passes and a Nutrition Program.

The most recent **Chronic Absenteeism Rate** published is from the 2019 School Dashboard. Audeo III's 2019 Chronic Absenteeism rate for All Students (grades 6-8) was 36%. School groups determined that there is a need to improve this middle school engagement indicator for All Students and Hispanic students whose Chronically Absent rate was 56.3%.

In 2019, All Students who completed the **English Language Arts Summative SBA** scored 73.1 points below standard. There were only 14 students tested for the 2019 school year.

In 2019, All Students who completed the **Mathematics Summative SBA** scored 159.4 points below standard. The school administered the test to 15 students. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.

Based upon the 2019 California School Dashboard, 45.5% of ELs are making progress towards **English language proficiency** or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). This is considered a Medium progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, a Medium progress level can be maintained, which is 45% to less than 55%.

According to the 2019 California School Dashboard, Audeo III did not have any graduates meet the prepared criteria for **College/Career**. Stakeholders believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in Audeo III during their junior and senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focused and that there are opportunities to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

The School's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity. The School is also committed to educating parents and family members through the Family Learning Series. The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information and training related to academics, physical health, social-emotional, and behavior.

The School's Equity and Inclusion Officer will also collaborate regularly with School Leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. The Inclusion and Equity Officer will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health, and behavioral services to students and family members.

LCAP Highlights

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

The 2021-2022 LCAP highlights the School's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the School's Strategic Planning Process. Stakeholder input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

Goal 1: Increase student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program

Key Actions and Services for All Students:

- Systematic Cycle of Assessments: Measures of Academic Progress by NWEA, Smarter Balanced Assessments, and Illuminate Formative and Summative Assessments
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

Targeted Actions and Services for ELs, LI, and FY:

- English Learner Achievement Department (ELAD)
- Equity and Inclusion Program
- Teacher on Assignment for Special Programs
- Additional targeted Math & ELA tutoring opportunities focused on increasing student engagement and credit completion
- School Coordinator to support implementation and management of both the PPEP process and MTSS framework

Goal 2: Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions and Services for All Students:

- Blended Learning Model with UC A-G approved courses
- Comprehensive ELD Program
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program
- Work-based learning opportunities

Targeted Actions and Services for ELs, LI, and FY:

- Altus Connect Program: Provide Chromebooks and internet hotspots to students in need of home technology
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath courses to accelerate student learning and close the achievement gap

Goal 3: Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction

Key Actions and Services for All Students:

- Professional Learning System: Altus University
- Leading Edge Certification, a national certification for educational technology
- Executive Studies, staff leadership development

- CTE professional development
- Youth Mental Health First Aid

Targeted Actions and Services for ELs, LI, and FY:

- Writing Redesigned for Innovative Teaching Equity (WRITE)
- ELAD professional development for instructional staff
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)
- School Coordinator to facilitate the development of individualized professional development plans
- Math Specialist to provide support and coaching for instructional staff

Goal 4: Provide a safe environment and supportive school culture for students to learn and teachers to teach

Key Actions and Services for All Students:

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassador at each Resource Center
- Healthy Youth Department
- Character and Leadership Development Program

Targeted Actions and Services for ELs, LI, and FY:

- Mental Health Counseling Services
- Resilience in Student Education (RISE)
- Meal and Nutrition Program

Goal 5: Provide innovative, engaging, and community-based Resource Centers to serve and support students and family members

Key Actions and Services for All Students:

- Student and parent engagement activities, including Open House Events, College/Career Week, and Senior Night Events
- Families Learning Series, education and training for parents and family members
- Innovative and technology-rich Resource Centers
- Online Tech Tool Library for students and family members to access subject specific resources and digital tools

Targeted Actions and Services for ELs, LI, and FY:

- Facilitate interactive English Learners Advisory Committee (ELAC)
- Bus Pass program

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Audeo III is not eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Does not apply.

Monitoring and Evaluating Effectiveness

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

Does not apply.

Stakeholder Engagement

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

Audeo III has partnered with stakeholders to develop the 2021-2022 LCAP which is focused on improving student outcomes. Audeo III has collected meaningful stakeholder feedback by surveying students and parents regularly and by analyzing the results to identify the academic, mental, and social-emotional needs of all students. This survey data is critical in the formulation of program goals, services, and allocation of resources.

The design of the School allows for teachers, students, parents, counselors, and School Leadership Team members to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and instructional leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved 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 based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

Stakeholder Type: School Leadership Team

Date: July 27-31, 2020

Involvement Method: Strategic Planning Retreat

Stakeholder Type: School Board and Community

Date: August 26, 2020

Involvement Method: Special Board Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: August 26-27, 2020

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

Stakeholder Type: School Leadership Members and Staff

Date: September 10, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community

Date: September 22-23, 2020

Involvement Method: Special Board Meeting and Workshop

Stakeholder Type: Students, Parents, Teachers and Staff

Date: September 30, 2020

Involvement Method: Audeo III School Site Council Meeting

Stakeholder Type: Parents, Teachers and Staff

Date: October 5, 2020

Involvement Method: English Learners Advisory Committee

Stakeholder Type: School Leadership Members and Staff

Date: October 8, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Students, Parents, and Family Members

Date: October 5-30, 2020

Involvement Method: Virtual Open House Events

Stakeholder Type: School Board and Community

Date: October 14, 2020

Involvement Method: Special Board Workshop

Stakeholder Type: Students, Parents, Teachers and Staff

Date: October 16, 2020

Involvement Method: Audeo III School Site Council Meeting

Stakeholder Type: School Board and Community

Date: October 21, 2020

Involvement Method: Regular Board Meeting

Stakeholder Type: School Leadership Members and Staff

Date: October 22, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Leadership Members and Staff

Date: November 3, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community

Date: November 4, 2020

Involvement Method: Special Board Workshop

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: November 6, 2020

Involvement Method: November Instructional Meeting

Stakeholder Type: School Board and Community

Date: November 30, 2020

Involvement Method: Special Board Meeting

Stakeholder Type: School Leadership Members and Staff

Date: December 3, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Leadership Members and Staff

Date: December 17, 2020

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: January 22, 2021

Involvement Method: Annual Instructional Technology Symposium

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: January 29, 2021

Involvement Method: January Instructional Meeting

Stakeholder Type: School Board and Community

Date: February 17, 2021

Involvement Method: Regular Board Meeting

Stakeholder Type: School Leadership Team

Date: February 18, 2021

Involvement Method: Strategic Planning Retreat (Mid-Year)

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: March 12, 2021

Involvement Method: March Instructional Meeting

Stakeholder Type: Students, Parents, and Family Members

Date: March 15-19, 2021

Involvement Method: Virtual Senior Night Events

Stakeholder Type: School Leadership Members and Staff

Date: March 16, 2021

Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: Students and Parents

Date: April 5-30, 2021

Involvement Method: Student and Parent LCAP Engagement Surveys

Stakeholder Type: Parents, Teachers and Staff

Date: April 21, 2021

Involvement Method: English Learners Advisory Committee

Stakeholder Type: School Board and Community

Date: May 19, 2021

Involvement Method: Special Board Meeting

Stakeholder Type: Teachers, Education Specialists, Counselors, and CTRs

Date: May 21, 2021

Involvement Method: May Instructional Meeting

Stakeholder Type: School Board and Community

Date: June 23, 2021

Involvement Method: Regular Board Meeting

Audeo III's 2021-2022 LCAP was presented to the community at a public hearing of the School's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder engagement is an ongoing, annual process, focused on improving the educational program. Stakeholder engagement is key to supporting the School's comprehensive strategic planning, accountability, and improvement in areas specified as State Priorities. The School has collected meaningful feedback throughout the 2020-2021 school year and these ideas, trends and inputs are provided below:

Curriculum and Instruction:**Program Strengths:**

- Pathways Personalized Education Plan (PPEP)
- Annual Instructional Plan
- Data Informed ELA and Math Tutorials
- English Learners Achievement Department (ELAD)
- Math Specialist

- Altus Pathways Advisory Council (APAC)
- Rigorous and Standards Aligned Curriculum
- Online Learning Platform and Curriculum
- Altus Connect Program
- Achieve3000
- Early College Credit Program
- Multiple CTE Pathways

Areas of Focus:

- Improve One-Year Graduation Rate (CA School Dashboard)
- Decrease Chronic Absenteeism Rate for Grades 6-8 (CA School Dashboard)
- Increase Student Achievement in ELA and Mathematics (CA School Dashboard and Measures of Academic Progress by NWEA)
- Additional Services and Supports for English Learners to Improve English Language Proficiency (CA School Dashboard)
- Enhance English Language Development (ELD) Curriculum
- Improve Culturally Responsive Teaching
- Development of Ethnic Studies Curriculum
- Expansion of AVID Program and Social-Emotional Learning

Data and Assessment:

Program Strengths:

- Systematic Cycle of Assessment to Inform Curriculum, Instruction, and Professional Learning
- Data Integration System: School Pathways, Naviance, NWEA, Illuminate, and Achieve3000
- Monthly and Annual Storybooks
- Disaggregated Data and Reporting for Multiple Student Groups (English Learners, Low Income, Foster Youth)
- Testing Completion Reports for Staff (CAASPP, ELPAC, NWEA)
- Flexible Testing Calendars
- Testing Letters and Notifications to Families

Areas of Focus:

- Enhance College/Career Preparedness Monitoring System

Staff Professional Learning:

Program Strengths:

- Altus University
- Available to All School Employees
- Fully Online Platform
- Collaborative and Interactive Trainings

- Focused on Key Content Standards and SBA Blueprints
- Data Informed Professional Learning Plans for Staff
- Monthly and Annual Professional Development Participation Reports
- Sessions Presented Through an Equity Lens
- Annual Curriculum, Instruction, and Technology Symposium

Areas of Focus:

- Continue Online Professional Development
- Professional Development Focused on Supporting Mental Health Needs of Students
- Sustained Diversity, Equity, and Inclusion Professional Development
- Multiple ELAD and AVID Trainings
- Increase Staff Knowledge of College and Career Pathways
- Enhance New Teacher and Professional Growth Trainings

School Culture and Environment:

Program Strengths:

- Strong School-to-Home Partnership
- Bus Pass Program
- Small Group Learning Opportunities
- Innovative Resource Center Design
- Multi-Tiered System of Supports (MTSS)
- Healthy Youth Department: Equity/Inclusion Program and School Nursing Services
- Resilience in Student Education (RISE)
- Character and Leadership Development Program

Areas of Focus:

- Therapists to Provide Counseling Services to Students
- Maintain Community Based Partnerships to Meet the Diverse Needs of Students and Family Members
- Family Learning Series to Educate and Train Parents and Family Members

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

It is evident that stakeholders are satisfied with many of the existing services and programs designed to support student engagement and achievement. For that reason, the School has developed five LCAP goals for the 2021-2022 school year that are similar to goals articulated in the 2020-2021 School Plan for Student Achievement (SPSA). These five goals address the Instructional Approach, Curriculum and Coursework, Professional Development, School Safety and Climate, and Family Engagement. These goals, along with their corresponding metrics are aligned to State and Local Priorities. Metrics included in the 2021-2022 LCAP are focused on Status and Change, like the School Dashboard's Five-by-Five Placement approach, or a locally set target based upon historical outcomes and appropriate for a school that services a high-risk student population (DASS). Stakeholders agree that satisfaction surveys completed by students, parents, family

members and staff should exceed a 90% target. Lastly, there was stakeholder agreement that school staff will need additional professional development focused on increasing student achievement in Mathematics, effective instructional technology practices, and supporting the English language proficiency of ELs. Therefore, Goal 3 includes specific metrics aimed at increasing the amount of time teachers participate in Mathematics and the number of Altus University sessions provided which are focused on instructional technology and English Language Development.

Another theme that emerged from multiple stakeholders was the need for additional mental health services for students. As a result of this key requirement, Goal 4, which is focused on providing a safe and supportive school culture, includes an action to expand the School’s Healthy Youth Department. This expansion of services would include Licensed Mental Health Therapists that can provide counseling services and case management. Stakeholders also agree that the School needs to remain focused on eliminating barriers of learning by providing the lowest-achieving students with school issued Chromebooks/Internet, bus passes, and food resources. These aforementioned ‘Breaking Educational Barriers’ actions have been integrated into Goals 2, 4, and 5.

Goals and Actions

Goal

Goal #	Description
Goal 1	Increase student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status (DASS) Program.

An explanation of why the LEA has developed this goal.

Audeo III is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo III credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo III instructional staff create a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level while helping them meet their individual academic goals.

State Priorities: Pupil Achievement and Pupil Engagement

Local Priorities: Strategic Initiatives 1 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023–24
<u>Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 65.9% ELs: N/A SED: 58.1% SWDs: 72.7%				SY: 2023-2024 All Students: 74.9% ELs: N/A SED: 67.1% SWDs: 80%
<u>Chronic Absenteeism Rate:</u> Less than 10% Status Level or decrease 3% from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 36% ELs: N/A SED: 45% SWDs: N/A				SY: 2023-2024 All Students: 27% ELs: N/A SED: 36% SWDs: N/A
<u>Smarter Balanced English Language Arts Summative Assessments:</u> Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 73.1 points below standard ELs: N/A SED: N/A SWDs: N/A				SY: 2023-2024 All Students: 64.1 points below standard ELs: N/A SED: N/A SWDs: N/A

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023–24
Smarter Balanced <u>Mathematics</u> Summative Assessments: Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 159.4 points below standard ELs: N/A SED: N/A SWDs: N/A				SY: 2023-2024 All Students: 150.4 points below standard ELs: N/A SED: N/A SWDs: N/A
<u>English Learner</u> <u>Progress Indicator:</u> More than 45% of English Learners are making progress towards English Language proficiency	SY: 2018-2019 45.5% of ELs are making progress towards English Language proficiency				SY: 2023-2024 Outcome: 45% of English Learners are making progress towards English Language proficiency
Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Reading</u> growth target	SY: 2018-2019 All Students: 69% ELs: 50% SED: 68% SWDs: 69%				SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%
Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target	SY: 2018-2019 All Students: 73% ELs: 63% SED: 71% SWDs: 100%				SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%

Metric	Baseline	Year 1 Outcome: 2022-2023	Year 2 Outcome: 2023-2024	Year 3 Outcome: 2024-2025	Desired Outcome for 2023–24
Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Mathematics</u> growth target	SY: 2018-2019 All Students: 70% ELs: 78% SED: 69% SWDs: 69%				SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%
Cumulative <u>Student Participation Rate</u> will exceed 84% for All Students and Student Groups	SY: 2020-2021 (As of March 5, 2021) All Students: 86.5% ELs: 88.2% SED: 84.6% SWDs: 89.1%				SY: 2023-2024 All Students: 84% ELs: 84% SED: 84% SWDs: 84%
<u>Student Confidence Survey</u> : More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment	SY: 2020-2021 (As of March 5, 2021) All Students: 89%				SY: 2023-2024 All Students: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Cycle of Assessments for All Students	<ul style="list-style-type: none"> a) Administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions regarding curriculum and instruction to close ELA and Mathematics achievement gaps. b) Administer the Smarter Balanced Interim Assessments to students to evaluate mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning. c) Integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. 	\$8,895	No
Action 2	Evaluate English Language Proficiency for English Learners	<ul style="list-style-type: none"> a) As articulated in the School's English Learner Plan, administer Initial and Summative ELPAC to English Learners to measure language skills. b) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems. c) Develop and implement research-based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills. 	\$80,592	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Recruit, hire and train high-quality Teachers and Certificated Teacher Resources (CTRs) to engage At-Promise youth and support their achievement. b) Develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals. c) School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades. d) Utilize Naviance Program to support the successful postsecondary planning of students who are high-risk and/or disadvantaged. e) Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk student groups. f) Provide instructional tutoring sessions in Math and ELA that scaffold student skills to achieve performance targets of the courses and assessments. g) Provide instructional tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. h) Implementation of the Student Intervention Program, which is aligned to the Multi-Tiered System of Support (MTSS), that quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. 	\$275,488	No

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of high-risk student groups. b) Provide additional and targeted Math and ELA tutorials focused on accelerating student learning for those identified as below grade level and skill deficient. c) Counselors to support the academic and social-emotional needs of the lowest-achieving students. d) Equity and Inclusion Officer to collaborate with instructional staff, identify potential student needs, and coordinate services and resources to aid students and family members. e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. 	\$108,173	Yes
Action 5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education Coordinator and Education Specialists to ensure that all Students with Disabilities are receiving FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP. b) Specialized Academic Instruction (SAI) provided by Education Specialists. c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. 	\$369,167	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<ul style="list-style-type: none"> a) Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation and Chronic Absenteeism Rates. b) Utilize the School's Data Integration Systems (School Pathways, Naviance, NWEA, Illuminate, and Achieve3000) to inform Curriculum, Instruction, and Professional Learning Systems. c) Enhance Chronic Absenteeism Rate monitoring system to track student engagement and achievement throughout the school year. 	\$34,691	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) School Coordinator to monitor the lowest-performing student progress and achievement in real time using SharePoint Technology instructional tools. b) A Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation and Credit Completion. c) Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January. 	\$124,322	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 2	Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards and is accessible to All Students.

An explanation of why the LEA has developed this goal.

Audeo III is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways.

State Priorities: Basic, State Standards, Pupil Achievement, and Course Access

Local Priorities: Strategic Initiatives 1 and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of Core Courses will be aligned to CCSS	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Science Courses will be aligned to NGSS	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of ELA Courses will be aligned to ELD Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Social Science Courses will be aligned to ELD Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
100% of Core Courses will be UC A-G approved	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of CTE Courses will be aligned to CTE Model Curriculum Standards	SY: 2020-2021 Outcome: 100%				SY: 2023-2024 Outcome: 100%
Maintain a compliant Work Experience Education Program	SY: 2020-2021 Outcome: Met compliance requirements				SY: 2023-2024 Outcome: Meet compliance requirements
Maintain High-Quality and relevant established CTE Pathways	SY: 2020-2021 Outcome: 7 CTE Pathways				SY: 2023-2024 Outcome: 7 CTE Pathways
Increase the number of AP Courses assigned to students year-over-year	SY: 2020-2021 (As of 3/5/2021) Outcome: 3 assigned AP Courses YTD				SY: 2023-2024 Outcome: 10 assigned AP Courses
Increase the number of students participating in the Early College Credit Program year-over-year	SY: 2020-2021 (As of 4/15/2021) Outcome: 4 students				SY: 2023-2024 Outcome: 10 students

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> a) Review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS) through APAC. b) Review, update, and monitor course of study alignment with UC A-G and NCAA requirements. c) Edgenuity, online learning platform the School uses to deliver online curriculum which the School has customized to ensure academic rigor and alignment to the Smarter Balanced Assessment Blueprint. d) Provide access to advanced courses and learning opportunities, including Accelerated, Honors and AP. e) Develop and refine curriculum and resources that is multicultural and diverse. 	\$82,216	No
Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	<ul style="list-style-type: none"> a) Altus Connect Program: Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots. b) Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for unique pupils. c) Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge. d) Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency. e) Instructional enhancement tools to support English Learners, including Achieve3000 and BrainPOP ESL. f) Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap. g) Curriculum and Professional Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students. h) Offer Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. 	\$26,009	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Pathways and College/Career Readiness for All Students	<ul style="list-style-type: none"> a) School counselors monitor student progress and achievement towards College/Career Readiness using School Pathways and SharePoint technology tools. b) Provide an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives. c) Enhance the Early College Credit Program that allows high school students to take college courses for college credit while completing high school coursework. d) Administer Advanced (AP) Exams to students who want to earn college credit and placement. e) Continue to expand course offerings that meet the demands and requirements of four-year universities and readiness for career and/or military pathways. f) Continue to offer CTE courses aligned to CTE Model Curriculum Standards. g) Implement CTE Certification Programs aligned to key sectors and student PPEP results. h) Provide comprehensive work-based learning opportunities for students, including Service Learning, internships, job shadowing, and the Work Experience Education Program. i) Promote 21st Century Learning and digital literacy with Pathways Portfolio graduation requirement. 	\$155,074	No

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 3	Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

An explanation of why the LEA has developed this goal.

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

State Priorities: Basic, State Standards, Pupil Achievement, Other Pupil Outcomes

Local Priorities: Strategic Initiatives 1, 2, 8, 9 and 17

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of teachers will participate in at least 60 hours of annual professional development	SY: 2019-2020 Outcome: 100% of teachers				SY: 2023-2024 Outcome: 90% of teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of teachers will participate in at least 10 hours of annual math professional development	<p>SY: 2020-2021</p> <p>This is a new metric and the baseline is not yet available</p>				<p>SY: 2023-2024</p> <p>Outcome: 90% of teachers</p>
English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Instruction, and Curriculum	<p>SY: 2020-2021 (As of April 20, 2021)</p> <p>Outcome: 10 ELAD trainings YTD</p>				<p>SY: 2023-2024</p> <p>Outcome: Six annual ELAD trainings</p>
90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<p>SY: 2020-2021</p> <p>This is a new metric and the baseline is not yet available</p>				<p>SY: 2023-2024</p> <p>Outcome: 90% of instructional staff have completed LEC</p>
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<p>SY: 2020-2021 (As of April 22, 2021)</p> <p>Outcome: 98% of staff</p>				<p>SY: 2023-2024</p> <p>Outcome: 90% of staff</p>
90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo III	<p>SY: 2020-2021 (As of April 15, 2021)</p> <p>Outcome: 95% of students</p>				<p>SY: 2023-2024</p> <p>Outcome: 90% of students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of parents surveyed will report high levels of satisfaction with their child’s overall educational experience at Audeo III	SY: 2020-2021 (As of April 15, 2021) Outcome: 100% of parents				SY: 2023-2024 Outcome: 90% of parents

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> a) Professional Development Coordinator to design and develop an AU Training Calendar and Catalog based upon Strategic Initiatives and staff needs. b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards. c) AU professional development trainings for staff focused on Career Technical Education (CTE). d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology. e) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification. f) AU professional development trainings focused on staff leadership development, including Executive Studies and Fellows Projects. g) AU professional development trainings focused on supporting new teachers. h) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets. i) AU professional development trainings focused on how to support physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention. 	\$20,148	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, School Coordinator, and English Learner Achievement Department (ELAD). b) ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs. c) Math specialist to provide one-on-one teacher support and professional development focused on supporting English Learners with effective curriculum and instructional strategies. d) Achieve3000 trainings for instructional staff focused on program integration and best practices. e) Specialized literacy trainings for instructional staff, including Writing Redesigned for Innovative Teaching Equity (WRITE). f) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students. g) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area. h) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID). i) Trainings for school counselors focused on preparing low-income students and first-generation students to enter college. j) AU professional development trainings for staff focused 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). 	\$3,000	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for students to learn and teachers to teach.

An explanation of why the LEA has developed this goal.

Students, parents, and school staff require a learning environment that is safe, distraction free and professional.

State Priorities: Basic, Parental Involvement, and School Climate

Local Priorities: Strategic Initiatives 2, 12, 19

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students	SY: 2020-2021 (As of April 16, 2021) Outcome: No student suspensions				SY: 2023-2024 Outcome: Less than 1.5%
Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students	SY: 2020-2021 (As of April 16, 2021) Outcome: No student expulsions				SY: 2023-2024 Outcome: Less than 1.0%
More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	SY: 2020-2021 (As of April 16, 2021) Outcome: 95% of students				SY: 2023-2024 Outcome: More than 90% of students
More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	SY: 2020-2021 (As of April 16, 2021) Outcome: 100% of parents				SY: 2023-2024 Outcome: More than 90% of parents
Maintain a <u>School Safety Plan</u> that meets the needs of key stakeholders and is compliant	SY: 2020-2021 Outcome: School Safety Plan met compliance requirements				SY: 2023-2024 Outcome: School Safety Plan meets annual compliance requirements

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Safe and Supportive School for All Students	<ul style="list-style-type: none"> a) Executive School Safety Committee to implement the School Safety Plan. b) Training and resources provided to ensure staff are informed, prepared, and compliant. c) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, and implements safety protocols. d) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, automatic door locking system). e) Provide nursing services to support student overall health and social-emotional well-being. f) Provide students and parents with opportunities for input into safety planning. 	\$80,668	No
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) As part of the Healthy Youth Department, therapists to provide counseling services and facilitate student referrals. b) Provide a Wellness Week focused on themes such as Connection and Self-Care, facilitated by the Healthy Youth Department. c) Character and Leadership Development Program, California Cadet Corps, to promote health, wellness, and academic achievement. d) Provide small group learning environment in the Resource Center and/or in distance learning that promotes positive communication, behavior, and accountability. e) Utilize Blackboard notification system and the School website to communicate and provide families with information related to available food resources, health, wellness, and child care resources. 	\$15,278	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<ul style="list-style-type: none"> a) Incoming foster youth students are tagged by school clerks in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met. b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed. c) Partnership with San Diego Food Bank (SDFB) to provide a Nutrition Program to students and family members who are experiencing food insecurity. d) Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies. 	\$600	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal 5	Provide innovative, engaging, and community-based Resource Centers to serve and support students and family members.

An explanation of why the LEA has developed this goal.

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

State Priorities: Basic, Parental Involvement, Pupil Engagement, and School Climate

Local Priorities: Strategic Initiatives 4 and 12

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of families	SY: 2020-2021 Outcome: 26 partnerships				SY: 2023-2024 Outcome: 26 partnerships
Receive school facility repair and technology status of “Good” or “Exemplary”	SY: 2020-2021 Outcome: Exemplary facility status				SY: 2023-2024 Outcome: Exemplary facility status
Provide Open House and Senior Night Events in the fall and spring semesters	SY: 2020-2021 Outcome: Met				SY: 2023-2024 Outcome: Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide six Family Learning Series to parents and family members	SY: 2020-2021 Outcome: 7 Family Learning Series Trainings YTD				SY: 2023-2024 Outcome: Six Family Learning Trainings
90% of parents will report that Resource Centers provide innovative learning opportunities for students	SY: 2020-2021 (As of April 16, 2021) Outcome: 100% of parents				SY: 2023-2024 Outcome: More than 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> a) Provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. b) Families Learning Series, education and training for parents and family members. c) Develop a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members. d) Maintain innovative Resource Centers, enhanced with educational technology, that engage students in 21st century learning environments that inspire engagement and achievement. e) Maintain facilities to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work. f) Enhance website features and content to provide accurate and timely information to parents and community members. g) Utilize web-based school programs to increase parental engagement, including SIS Student-Parent Portal, Edgenuity, and Naviance. h) Enhance the School’s online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports. i) Update the School’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration and communication. 	\$159,791	No
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Bus Pass Program to increase student access to Resource Centers. b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including the Needs Assessment. c) Engage stakeholder to seek feedback on existing ELD Programs and potential barriers to learning. d) Provide translated materials and resources for parents and family members of English Learners. e) Designated translators and/or bilingual staff at Resource Centers with high enrollment of non-English speaking families. 	\$1,000	Yes

Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-2022 goals will occur during the 2022-2023 cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.8%	\$294,168

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Audeo III is identified by the CDE as a Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. Therefore, Audeo III is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

Audeo III has an enrollment of unduplicated pupils which exceeds 74% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, Audeo III will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2021-2022 academic year.

Targeted Actions for English Learners:

- Administer the ELPAC to measure progress toward English proficiency, to help inform educational placements, and to aid reclassification decisions (Goal 1: Action 2a).
- Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems (Goal 1: Action 2b).
- Instructional staff develop and implement research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills (Goal 1: Action 2c).
- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion (Goal 1: Action 8b)

- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students (Goal 1: Action 8c).
- Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for all learners (Goal 2: Action 2b).
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge (Goal 2: Action 2c).
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency (Goal 2: Action 2d).
- Utilization of Achieve3000 and BrainPOP ESL programs to develop reading, language, writing, and speaking skills (Goal 2: Action 2e).
- Provide supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap (Goal 2: Action 2f).
- Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, School Coordinator, and English Learner Achievement Department (Goal 3: Action 2a).
- ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs (Goal 3: Action 2b).
- Math specialist to provide teacher, education specialists, and CTR support and professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies (Goal 3: Action 2c).
- Achieve3000 trainings for teachers and instructional leaders which is focused on program integration, best practices, and data analysis (Goal 3: Action 2d).
- Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) and AVID which are focused on improving English Learners literacy skills and academic achievement (Goal 3: Action 2e).
- Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including the Needs Assessment (Goal 5: Action 2b).
- Engage stakeholder to seek feedback on existing ELD Programs and potential barriers to learning (Goal 5: Action 2c).
- Provide translated materials and resources for parents and family members of English Learners (Goal 5: Action 2d).

- Designated translators and/or bilingual staff at Resource Centers with high enrollment of non-English speaking families (Goal 5: Action 2e).

Targeted Actions for Low-Income students:

- School Coordinator to support management of both the PPEP and MTSS, along with ongoing teacher coaching focused on effective delivery of instruction to meet the needs of high-risk student groups (Goal 1: Action 4a).
- Provide additional and targeted Math and ELA tutorials focused on accelerating student learning for those identified as below grade level and skill deficient (Goal 1: Action 4b).
- Counselors to support the academic and social-emotional needs of the lowest-achieving students (Goal 1: Action 4c).
- Equity and Inclusion Officer to collaborate with instructional staff, identify potential student needs, and coordinate services and resources to aid students and family members (Goal 1: Action 4d).
- School Coordinator to monitor the lowest-performing student groups progress and achievement in real time using Microsoft SharePoint Technology instructional tools (Goal 1: Action 8a).
- A Monthly Storybook that summarizes Low-Income student performance on specific achievement indicators, including Participation and Credit Completion (Goal 1: Action 8b).
- Altus Connect Program: Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots (Goal 2: Action 2a).
- Curriculum and Professional Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students (Goal 2: Action 2h).
- Offer Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation (Goal 2: Action 2i).
- AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students (Goal 3: Action 2f).
- Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area (Goal 3: Action 2g).
- Specialized college/career readiness training for staff, including Advancement Via Individual Determination (Goal 3: Action 2h).

- Trainings for school counselors focused on preparing Low-Income students and first-generation students to enter college (Goal 3: Action 2i).
- Partnership with San Diego Food Bank (SDFB) to provide a Nutrition Program to students and family members who are experiencing food insecurity (Goal 4: Action 3c).
- Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies (Goal 4: Action 3d).
- Provide bus passes to Low-Income students to increase access to Resource Centers for educational support and services (Goal 5: Action 2a).

Targeted Actions for Foster Youth:

- Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students (Goal 1: Action 4d).
- A Monthly Storybook that summarizes Foster Youth performance on specific achievement indicators, including Participation and Credit Completion (Goal 1: Action 8b).
- AU professional development trainings for staff focused on research-based strategies and tools to support Homeless and Foster Youth engagement in school with a focus on Trauma Informed Practices for Schools (Goal 3: Action 2j).
- Incoming Foster Youth students are tagged by school clerks in SIS to enable the Homeless and Foster Youth Liaison to ensure that their academic, physical, mental health, and social-emotional needs are met (Goal 4: Action 3a).
- Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed (Goal 4: Action 3b).
- Provide bus passes to Foster Youth to increase access to Resource Centers for educational support and services (Goal 5: Action 2a).

Audeo III plans to continually monitor the effectiveness of the targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the English Learners Advisory Committee and School Site Council. Audeo III will also carefully monitor student groups engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for Foster Youth, English learners, and Low-Income students are being increased or improved by the percentage required.

Audeo III offers an individualized learning experience for all students, with special emphasis on supporting students who have not succeeded in a traditional educational setting. By offering students a rigorous curriculum, aligned to state standards, and high-quality teachers in a safe and supportive environment, Audeo III can reengage and help students meet academic goals. Those are the educational pillars of the School's 2021-2022 LCAP.

Audeo III's percentage to increase or improve services for unduplicated students is 24.8% and the estimated increased apportionment is \$294,168. Audeo III recognizes that English Learners, Low-Income students, and Foster Youth are more likely to have experienced traumatic experiences, to various degrees, and may have been disproportionately impacted by school closures in the 2019-2020 and 2020-2021 academic years. As Audeo III plans educational actions and services, the needs of the lowest-achieving students always take priority and consider evidence-based practices. The following specific actions and services are principally directed toward and effective in meeting the School's LCAP goals for unduplicated students.

Audeo III will provide targeted and additional small group Math and ELA tutorials focused on addressing student skill and grade level standard deficiencies which are primarily directed to meeting the unique educational needs of unduplicated students. These teachers led tutorials utilize a variety of assessment strategies to evaluate student performance and incorporate various instructional strategies and approaches, including check for prior knowledge, direct instruction, guided practice, and individual practice. At every stage of instruction, teachers utilize both innovative and traditional methods to evaluate student engagement, acquisition of knowledge, and application of knowledge. School instructional leaders intermittently observe these teachers led tutorials to ensure that sessions are engaging, address grade level standards, support the unique learning needs of the group, and create ample opportunity for students to interact and dialogue.

Audeo III provides English Learners with customized, Blended Learning Programs. The principal idea behind blended learning is that students have some control over *time, pace, path, and place*. This model promotes a locus of control with students and increases their motivation to learn and allows them the time they need to work through the material. This approach gives EL students the ability to read and hear the instruction (often at the same time), while utilizing context to help create connections between the English words and their meaning. A key element of blended learning for ELs is Achieve3000. Teachers use the Achieve3000 digital platform for both synchronous explicit ELD instruction in small group tutoring sessions, as well as asynchronous literacy development integrated in all coursework. Achieve3000 also provides instructional staff with the ability to monitor English Learners' academic development over time (i.e., Lexile Growth). The Achieve3000 digital platform and service is principally directed toward and effective in meeting the School's goals for English Learners.

The English Learner Achievement Department is a group of specially trained and experienced educators who support the needs of English Learners (ELs). ELAD members are collaborators, working with other educators to engage this diverse population of students and provide enriching activities that support both integrated and designated ELD. Furthermore, they are community members who work to educate and engage EL families to ensure they are empowered with relevant information and encouraged to provide input so EL services are appropriately adjusted.

As part of the Altus University Professional Learning System, ELAD's work is principally directed toward and effective in meeting the School's goals for English Learners by providing these essential supports for teachers of English Learners:

- Provide Designated ELD training for staff including peer coaching and from research-based instructional practices and curriculum selection for in person and distance learning environments.
- Present to staff on best practices for engaging ELs, in person and virtually, in Designated and Integrated ELD.
- Coordinate the English Learner Advisory Committee (ELAC) and other groups related to the needs of ELs.
- Provide recommendations to Curriculum departments on English Learner Supplemental Guides, materials and supports for ELs based on student data and achievement levels and goals.
- Facilitate Parent Trainings focused on technology tools, distance learning, and accessibility features within curriculum and instruction.

Audeo III is committed to removing potential educational barriers for unduplicated students. As a result, Audeo III continues to invest in a fleet of Chromebooks which are provided to students in need of home technology, also known as the Altus Connect Program. Students receiving a school issued Chromebook have the option to receive an internet hotspot monthly service so that they can access the School's full curriculum and participate in distance learning opportunities. In addition, stakeholders have asserted that many unduplicated students do not have reliable transportation that can get them to and from school. As a result, the School has developed a Bus Pass Program aimed at increasing student access to school Resource Centers so that they can receive academic in-person instruction and participate in educational programs and services. Both the Altus Connect and Bus Pass Programs are overseen by the School's Equity and Inclusion Officer whose primary objective is to support the unique needs of unduplicated students and close achievement gaps that may exist.

Moreover, the School's Equity and Inclusion Officer will support the expansion of the Healthy Youth Department. Currently, the Healthy Youth Department consists of school nurses, teacher on assignment for special programs, and a school psychologist. The expansion will include school therapists that will apply their expertise in mental health, learning and behavior, to help students succeed academically, socially, behaviorally, and emotionally. This will include counseling services primarily directed at unduplicated students who are experiencing learning challenges and need increased and improved intervention to meet academic standards. Therapists will also participate in the ongoing Resilience in Student Education (RISE), a series of live interactive broadcasts focused on Social and Emotional Core Competencies.

In order to meet the unique needs of Homeless and Foster Youth, the School has a Teacher on Assignment for Special Programs that provides services principally directed to these unduplicated students:

- Support the identification process, collaborate with the appropriate staff, and course planning.
- Support the enrollment process, and ensure they have full and equal opportunity to succeed in school.
- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services.

- Public notice of the educational rights of homeless and foster youth students is disseminated in locations to frequented by staff, students, parents, and family members.
- Inform parents and family members of unaccompanied youths of all transportation services.
- Provide school staff with professional development related to homeless and foster youth through Altus University.

Audeo III's Professional Learning System is designed to increase teacher effectiveness in supporting all students, but especially unduplicated students. In order to achieve this goal, the School will provide specialized trainings to staff focused on potential educational challenges that unduplicated students may face, such as mental health, varying degrees of trauma, and academic skill deficiencies. Therefore, the School will provide a series of trainings next year focused on providing staff with the skills and knowledge to support unduplicated students facing those potential challenges. These trainings include Youth Mental Health First Aid, Trauma Informed Practices for Schools (TIPS), Writing Redesigned for Innovative Teaching and Equity (WRITE), and AVID.

Effectiveness of these increased and improved services will be monitored by instructional staff throughout the 2021-2022 school year. Instructional staff will analyze multiple metrics, including student surveys, formative assessments, language development assessments, Smarter Balanced Interim Assessments, participation rates, and credit completion rates, to determine trends and adjust practices to enhance the approach.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,173,039	\$ 303,064	\$ 5,525	\$ 63,484	1,545,111	\$ 1,201,995	\$ 343,117

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Cycle of Assessments for All Students	All	\$ 8,295			\$ 600	\$ 8,895
1	2	Evaluate English Language Proficiency for English Learners	English Learners	\$ 74,389	\$ 6,203			\$ 80,592
1	3	Academic Instruction and Support for All Students	All	\$ 192,266	\$ 69,861		\$ 13,361	\$ 275,488
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 91,373			\$ 16,800	\$ 108,173
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 237,914	\$ 117,878		\$ 13,375	\$ 369,167
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 29,241		\$ 5,450		\$ 34,691
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 124,322				\$ 124,322
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 72,035		\$ 75	\$ 10,106	\$ 82,216
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 5,423	\$ 17,640		\$ 2,946	\$ 26,009
2	3	Pathways and College/Career Readiness for All Students	All	\$ 74,253	\$ 80,821			\$ 155,074
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 15,228	\$ 4,920			\$ 20,148
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ -			\$ 3,000	\$ 3,000
4	1	Safe and Supportive School for All Students	All	\$ 78,207	\$ 2,460			\$ 80,668
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 10,502	\$ 3,280		\$ 1,496	\$ 15,278
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 600				\$ 600
5	1	Engagement Opportunities for All Students	All	\$ 158,991			\$ 800	\$ 159,791
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ -			\$ 1,000	\$ 1,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 296,107	\$ 343,696
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ 296,107	\$ 343,696
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Systematic Cycle of Assessments for All Students	LEA-Wide		All	\$ 8,295	\$ 8,895	No
1	2	Evaluate English Language Proficiency for English Learners	Limited	English Learners	All	\$ 74,389	\$ 80,592	Yes
1	3	Academic Instruction and Support for All Students	Schoolwide		All	\$ 192,266	\$ 275,488	No
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 91,373	\$ 108,173	Yes
1	5	Academic Instruction and Support for Students with Disabilities	Limited		All	\$ 237,914	\$ 369,167	No
1	6	Systematic Monitoring of Academic Performance for All Students	LEA-Wide		All	\$ 29,241	\$ 34,691	No
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 124,322	\$ 124,322	Yes
2	1	Standards Aligned Course of Study and Curriculum for All Students	LEA-Wide		All	\$ 72,035	\$ 82,216	No
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Limited	English Learners & Low-Income	All	\$ 5,423	\$ 26,009	Yes
2	3	Pathways and College/Career Readiness for All Students	LEA-Wide		All	\$ 74,253	\$ 155,074	No
3	1	Professional Development Focused on Improving Academic Performance for All Students	LEA-Wide		All	\$ 15,228	\$ 20,148	No
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All	\$ -	\$ 3,000	Yes
4	1	Safe and Supportive School for All Students	LEA-Wide		All	\$ 78,207	\$ 80,668	No
4	2	Social, Emotional and Behavioral Support Systems for All Students	LEA-Wide		All	\$ 10,502	\$ 15,278	No
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Limited	Low-Income & Foster Youth	All	\$ 600	\$ 600	Yes
5	1	Engagement Opportunities for All Students	LEA-Wide		All	\$ 158,991	\$ 159,791	No
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All	\$ -	\$ 1,000	Yes

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.