

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Audeo Charter School II

Contact Name and Title

Jay Garrity, School Coordinator

Email and Phone

jgarrity@audeocharterschool.net

## 2017-20 Plan Summary

### THE STORY

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

# Audeo II Charter School II



In July 2016, the State Board of Education approved Audeo Charter School II (Audeo II) as a free public school option serving students in grades K-12<sup>th</sup>. At Audeo II, our independent study and homeschooling model teaches our students to be self-motivated, self-disciplined, and accountable. Our teachers actively engage and support our students along the way, providing enrichment and one-on-one tutoring as needed. Audeo II offers students an alternative to the traditional school setting. Our Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, and our flexible scheduling and around-the-year calendar better serves our students.

Through an academically rigorous curriculum, Audeo II students study one or two subjects/courses at a time. Our goal for every student is their mastery of state standards, as well as successful transition from high school to their post-secondary choice. This mastery and successful transition is accomplished through our understanding that every student is unique in their quest for college and career readiness! Whether their goal is to attend college or enter the workforce, Audeo II students work one-on-one with their teachers to develop a personalized plan that will bring them closer to accomplishing their dreams.

Audeo II teachers work closely with every student to understand, identify, and establish a course of plan for their post-high school pathway of four year college, community college, career readiness, or military service. It is only through a successful transition from high school, that we consider ourselves successful in *transforming lives!*

As a charter school in its first year of operation, Audeo II has applied for initial WASC accreditation and will submit coursework for University of California a-g and National Collegiate Athletic Association (NCAA) approval.

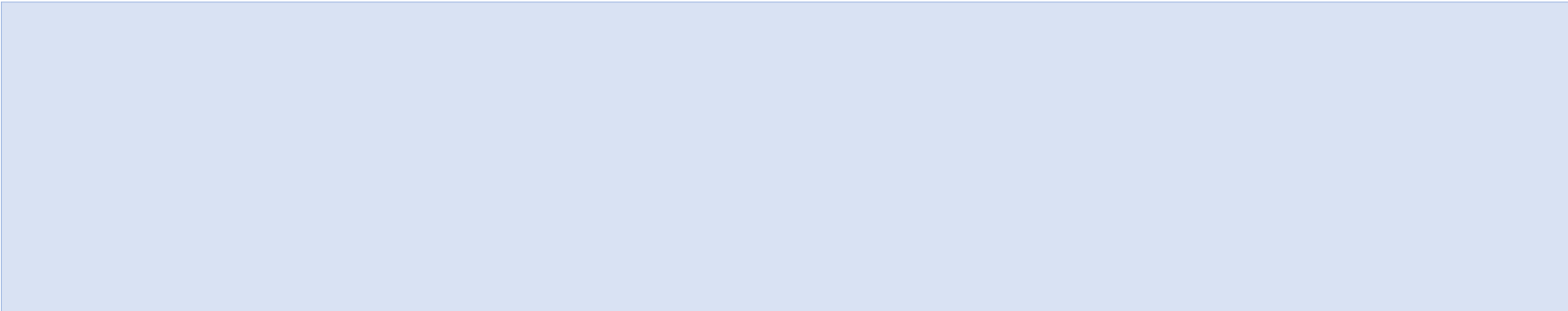
Audeo II has served over 465 students to date during the 2016-17 school year.

### Student Snapshot

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

<b>Percent of students who qualify as Socially Economically Disadvantages (SED)</b>	67%
<b>Percent of students who qualify as English Learners (EL)</b>	10%
<b>Percent of students who qualify as Homeless and Foster Youth (FY)</b>	7%
<b>Percent of students who qualify for Special Education (SWD)</b>	19%

Audeo II has had 72 students successfully complete high school requirements year to date and continues to engage students each day of the year in programs leading to a high school diploma.



## LCAP HIGHLIGHTS

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

The 2017 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

### **Goal 1- To Increase Academic Achievement by Engaging Students in an Innovative Blended Learning Instructional Platform**

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

#### **Highlights**

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

### **Goal 2-Provide a Broad and Rigorous Course of Study Focused on 21<sup>st</sup> Century Learning , Align to CCS**

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

#### **Highlights**

- Implement Pathways Program
- CTE Certification Programs
- Internship and Externship Programs
- Technology and Internet Program

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

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

#### **Highlights**

- Leading Edge Certification
- GATE Certification
- Math Specialist
- Leadership Studies
- Trauma Informed Practices for Schools (TIPS)

### **Goal 4-Provide a Safe Environment and Supportive School Culture**

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

#### **Highlights**

- Cadet Corps
- Mental Health Crisis Intervention Training
- School Social Work/ School Counseling Services

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

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

## REVIEW OF PERFORMANCE

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

Audeo II has a fully integrated system of data collection, analysis, and reporting to inform Instructional teams, Curriculum Departments, and Professional Learning through a monthly and annual Storybook. The Storybook provides targeted, drilled down data that includes achievement and engagement indicators that relate directly to overall student success and that of student groups. As a first year of operation school, Audeo Charter School II does not have a Dashboard in which state indicators and local performance indicators are reported in LCFF Rubrics.

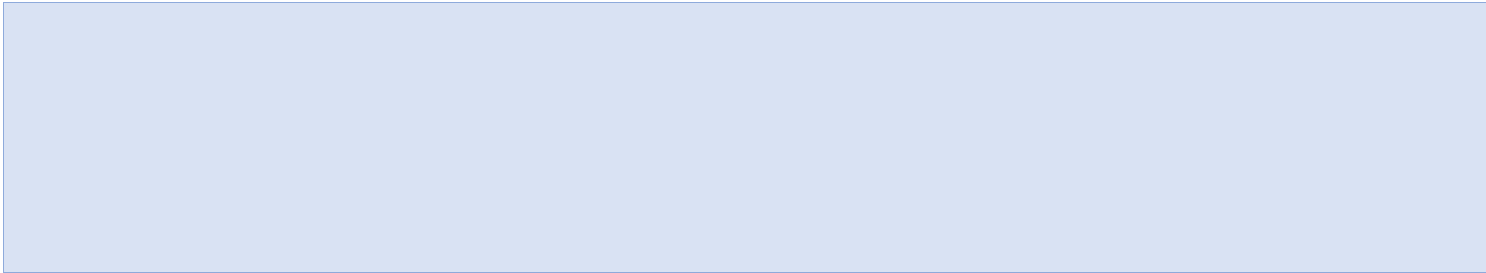
Based on Audeo II's review and analysis of performance indicators and metrics aligned to state priorities, Audeo II's data reflects a strong instructional program, a rigorous and assessable course of study, and an effective Professional Learning System. Multiple measures indicate a safe learning environment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

Greatest Progress:

- High risk students are participating in school and earning credits towards a high school diploma: Months 1-11 Cumulative Participation on Enrollment is 84.1%, meeting the school goal of 84%.
- Overall, students are demonstrating an increase in achievement related to ELA and math standards: the percent of student meeting MAP growth targets in Reading is 78%, Language Usage is 64% and Math is 65%.
- Students are engaged their PPEP with a relevant and rigorous course of study: The year to date Drop-Out rate is 3.5%. School enrollment retention rates are at 96% (YTD). 100% of core courses are UC A-G approved and we continue to expand course offerings to include Honors and AP courses
- Students are increasing their confidence and their ability to succeed in school within the first 3 months of enrollment: 92% of students reported confidence in their ability and skills to learn and succeed.
- Teachers receive high quality professional development that leads to meeting the needs of students: 100% of teachers participated in a minimum of 48 hours of professional development. 97.7 % Students and 99.2%Parents reported high teacher satisfaction rates.
- Audeo II is a safe place for students to learn and teachers to teach: The Suspension rate (YTD) is 0% and the Expulsion rate (YTD) is 0%. 99.3% of students and 99.2% of parents report satisfaction with safety from Annual Surveys.

The 2017-18 LCAP actions/ services are designed to build on these successes. The school is committed to continuous improvement and refinement of processes to ensure the most effective programs and services to support the LCAP Goals aligned to our vision of teaching and learning.

## GREATEST PROGRESS



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

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

**Greatest Needs:**

- Students at Audeo II enroll several grade levels behind in ELA and math skills and core credits. CAASP Interim Results MAP data reflect the need to increase student proficiency in ELA and math standards-based skills.
- Students with Disabilities (SWD) and English Learners (EL) underperform their peers at Audeo II in ELA and math, data reflects the need to increase SWD and EL proficiency in ELA and math standards-based skills.
- With the change in accountability measures, there is no reporting on Annual Measurable Achievement Objectives (AMAO) 1 and AMAO 2. Audeo II will need to establish measures to identify EL progress and proficiency in learning English and recalculate the EL Reclassification Rate.

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

## **GREATEST NEEDS**

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

## **PERFORMANCE GAPS**

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

## INCREASED OR IMPROVED SERVICES

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

Audeo II has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2017-18 LCAP outlines the following key actions/services that will increase student group achievement:

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

## BUDGET SUMMARY

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

**DESCRIPTION**

**AMOUNT**



Total General Fund Budget Expenditures for LCAP Year

\$3,521,205

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,764,752

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

Operational and administrative costs in the amount of \$825,468, additional contributions to Special Education for \$126,607, and Reserves of \$195,622 are excluded from the LCAP.

\$3,474,058

Total Projected LCFF Revenues for LCAP Year

# Annual Update

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

<b>Goal 1</b>	Audeo Charter School II is in its first year of operation (2016-2017)
---------------	---

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**



ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED	ACTUAL
Expenditures	BUDGETED	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Audeo Charter School II is in its first year of operation (2016-2017)
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Audeo Charter School II is in its first year of operation (2016-2017)
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Audeo Charter School II is in its first year of operation (2016-2017)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Audeo Charter School II is in its first year of operation (2016-2017)

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

All stakeholders of the school had representatives involved in the development of the 2017 LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the LCAP. Stakeholder involvement (detailed in the chart in section A) contributes to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities and resource allocation (detailed in the chart in section B).

### Section A

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

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

Section B

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

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



<b>Continue to provide a character development and leadership program, Cadet Corps</b>	<b>Goal 4</b> Action/Service: 2a
<b>Provide Counseling/Mentor services to address mental health issues</b>	<b>Goal 4</b> Action/Service: 3a
<b>Establish formal opportunities for parent engagement on a regular basis throughout the school year</b>	<b>Goal 5</b> Action/Service 1b
<b>Continue to offer technology and supports at Resource Centers</b>	<b>Goal 5</b> Action/Service: 1c
<b>Engage with community partnerships to offer additional family supports and services in addition to the features that benefit students</b>	<b>Goal 5</b> Action/Service: 3a
<b>k-5 homeschool students and families will benefit from an expanded Resource Center that promotes collaborative learning and enrichment opportunities</b>	<b>Goal 5</b> Action/Service: 1d

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

<b>Goal 1</b>	<b>To Increase Academic Achievement by Engaging Students in an Innovative Blended Learning Instructional Platform</b>
---------------	---

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The cumulative student participation rate will meet or exceed 84%	84.1%	84% +		
Overall student achievement results in grades 3-8, 11 SBAC will reflect a 5 point	New Baseline	Baseline +5 points		

growth in math (based on the status/change model of level 3 or higher)				
Overall student achievement results in grades 3-8, 11 SBAC will reflect a 5 point growth in ELA (based on the status/change model of level 3 or higher)	New Baseline	Baseline +5 points		
NWEA Measures of Academic Performance (MAP) progress results will reflect that 60% of students will meet MAP growth targets in Reading, Language Usage, Math. Establish baseline for EL Progress and Proficiency	Reading: 78% Language Usage: 64% Math: 65%	Reading: 60%+ Language Usage: 60%+ Math: 60%+		
Reestablish baseline for EL Reclassification rates based on updated assessment model	New Baseline	New Baseline		
Establish baseline for EL Progress and Proficiency	New Baseline	New Baseline		

Maintain a dropout rate of 5% or less	3.5%	5%-		
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	92%	90%+		

**PLANNED ACTIONS / SERVICES**

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

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

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

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

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

[Empty box for 2018-19 data entry]

[Empty box for 2019-20 data entry]

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$8,592</li> <li>b. \$60,898</li> <li>c. \$7,973</li> <li>d. \$3,555</li> <li>e. \$4,250</li> </ul>		
<b>Source</b>	<ul style="list-style-type: none"> <li>a. LCFF Base</li> <li>b. SpEd</li> <li>c. SpEd</li> <li>d. LCFF Base</li> <li>e. LCFF S/C</li> </ul>		
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. 1000 – 1999</li> <li>b. 1000-1999</li> <li>c. 3000-3999</li> <li>d. 3000 - 3999</li> <li>e. 5000 - 5999</li> </ul>		

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Intervention and Student Support**

- a. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals
- c. Develop and implement schoolwide instructional plan/scope and sequence/instructional sessions aligned to summative assessment targets for math and English, based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))
- d. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and

monitoring to increase high –risk student engagement in school and reduce school absences

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

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	<ul style="list-style-type: none"> <li>a. \$547,720</li> <li>b. \$170,233</li> <li>c. \$2,000</li> </ul>	Amount	Amount
Source	<ul style="list-style-type: none"> <li>a. LCFF Base, S/C</li> <li>b. LCFF Base, S/C</li> <li>c. LCFF S/C</li> </ul>	Source	Source
Budget Reference	<ul style="list-style-type: none"> <li>a. 1000-1999</li> <li>b. 3000-3999</li> <li>c. 5000-5999</li> </ul>	Budget Reference	Budget Reference
Action	<b>3 Intervention and Student Support for Low Income, Homeless and Foster Youth, English Learners</b>		



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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

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

- a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap
- b. Implement a Nutrition Program that includes healthy snacks, education, and outreach to qualifying students
- c. Increase access to Resource Center supports and services by providing bus passes to qualifying students
- d. Increase access to the instructional program for parents of ELs by providing translation and interpreter services
- e. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying

students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a. \$3,124 b. \$1,293 c. \$3,000	Amount		Amount	
Source	a. LCFF Base, S/C b. LCFF Base, S/C c. LCFF Base, S/C	Source		Source	
Budget Reference	a. 1000-1999 b. 3000-3999 c. 5000-5999	Budget Reference		Budget Reference	

New

Modified

Unchanged

## Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

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

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

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

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

PLANNED ACTIONS / SERVICES

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

Action **1** Pathways and College and Career Readiness

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

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

- e. Expand CTE course offerings aligned to CTE Model Framework
- f. Promote 21<sup>st</sup> century learning and digital literacy with Pathways E-Portfolio graduation requirement

--

--

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	a. \$56,897 b. \$19,297	Amount	Amount
Source	LCFF Base, S/C	Source	Source
Budget Reference	a. 1000 – 1999 b. 3000 - 3999	Budget Reference	Budget Reference

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

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

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

**OR**

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

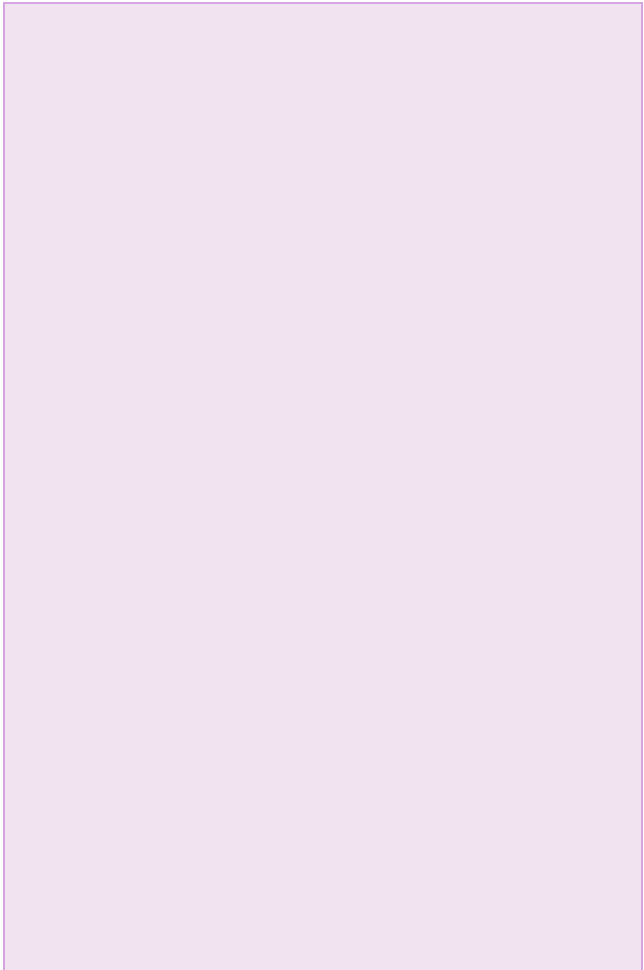
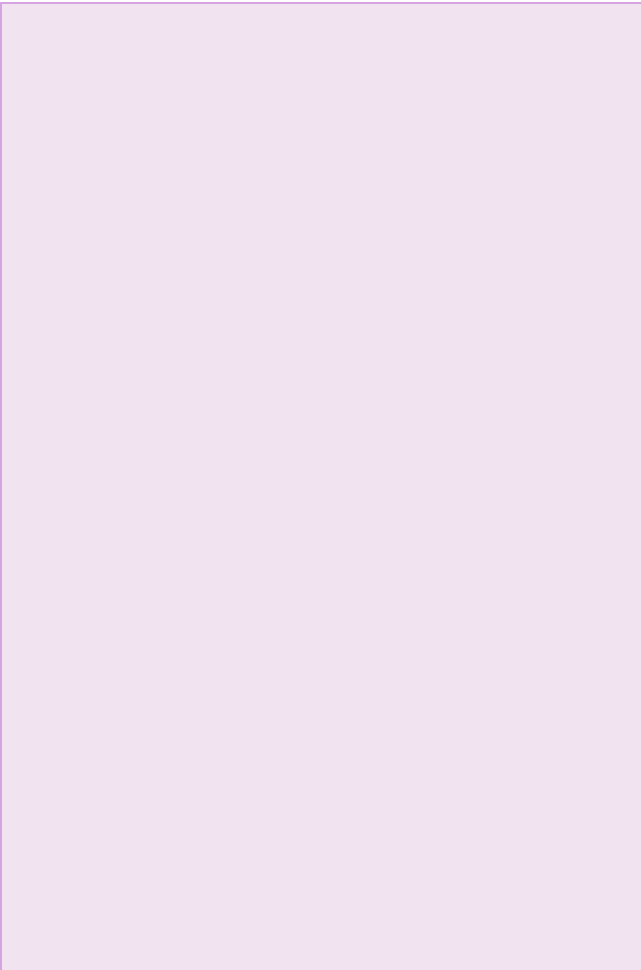
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/>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

**ACTIONS/SERVICES**

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

**Standards Aligned Course of Study and Curriculum**

- a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements
- b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)
- c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles
- d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students
- e. Provide electronic devices for parents of k-5 homeschool students to access curriculum and instructional materials



BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$4,687</li> <li>b. \$60,898</li> <li>c. \$1,939</li> <li>d. \$7,973</li> <li>e. \$25,000</li> <li>f. \$21,180</li> </ul>	Amount	Amount

Source	<ul style="list-style-type: none"> <li>a. LCFF Base</li> <li>b. SpEd</li> <li>c. LCFF Base</li> <li>d. SpEd</li> <li>e. LCFF Base</li> <li>f. Lottery</li> </ul>	Source		Source	
Budget Reference	<ul style="list-style-type: none"> <li>a. 1000-1999</li> <li>b. 1000-1999</li> <li>c. 3000-3999</li> <li>d. 3000-3999</li> <li>e. 4000-4999</li> <li>f. 4000-4999</li> </ul>	Budget Reference		Budget Reference	

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

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Enhanced Services and Supplemental Supports for English Learners, Homeless and Foster Youth, and</b>		



**Low Income Students**

- a. Increase student access to online curriculum and resources through technology devices and internet
- b. Enhance ELD program to include course offerings and instructional practices that promote literacy development
- c. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs
- d. Increase curriculum alignment to CA ELD standards
- e. Offer Credit Recovery (CR) courses for high transition students as a 2<sup>nd</sup> course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- f. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap.
- g. Customize curriculum with supplemental resources to increase student access to the core curriculum.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a. \$3,905 b. \$1,615 c. \$14,820	Amount		Amount	
Source	a. LCFF S/C	Source		Source	

Budget  
Reference

b. LCFF S/C
c. LCFF Base
a. 1000-1999
b. 3000-3999
c. 4000-4999

Budget  
Reference


Budget  
Reference


New

Modified

Unchanged

### Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

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

#### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Within 3 years of hire, 100% of teachers demonstrate subject matter competency in ELA and Math	100%	100%		
100% of teachers will participate in at least 60 hours of professional development	100% of teachers participated in at least 48 hours of professional development	100% of teachers participated in at least 60 hours of professional development		

<p>90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations</p>	<p>90%</p>	<p>90%+</p>		
<p>95% Student/Parent Surveys will reflect high teacher satisfaction rate</p>	<p>Students: 97.7% Parents: 99.2%</p>	<p>Students: 95%+ Parents: 95%+</p>		

PLANNED ACTIONS / SERVICES

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

Action **1** High Quality Teaching and Instructional Capacity

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

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

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

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$1,562</li> <li>b. \$60,898</li> <li>c. \$646</li> <li>d. \$7,973</li> <li>e. \$2,250</li> </ul>		
Source	<ul style="list-style-type: none"> <li>a. LCFF Base</li> <li>b. SpEd</li> <li>c. LCFF Base</li> <li>d. SpEd</li> <li>e. LCFF S/C</li> </ul>		
Budget Reference	<ul style="list-style-type: none"> <li>a. 1000-1999</li> <li>b. 1000-1999</li> <li>c. 3000-3999</li> <li>d. 3000-3999</li> <li>e. 5000-5999</li> </ul>		

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

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

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

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Professional Development- Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards</li> <li>b. Altus University courses provided to increase capacity through leadership studies and training focused on teaching as a professional practice</li> <li>c. Provide professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources</li> </ul>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <ul style="list-style-type: none"> <li>a. \$64,248</li> <li>b. \$2,343</li> <li>c. \$22,540</li> </ul>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <ul style="list-style-type: none"> <li>a. LCFF Base</li> </ul>	<p>Source</p>	<p>Source</p>

Budget Reference	b. LCFF S/C c. LCFF Base, S/C		
	a. 1000-1999 b. 1000-1999 c. 3000-3999		

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

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Professional Development- Curriculum and Instruction for EL, FY, LI</b>  a. English Language Achievement Department (ELAD) to provide training and coaching on research-based strategies and tools to support effective ELD program implementation  b. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school		



with a focus on Trauma-Informed Practices for Schools (TIPS)

- c. Homeless and Foster Youth Liaison to coordinate trainings for legal and best practices for schools serving homeless and Foster Youth.
- d. Enhance parent trainings with information and support with post-secondary planning

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$2,343</li> <li>b. \$969</li> <li>c. \$460</li> </ul>		
Source	<ul style="list-style-type: none"> <li>a. LCFF S/C</li> <li>b. LCFF S/C</li> <li>c. LCFF S/C</li> </ul>		
Budget Reference	<ul style="list-style-type: none"> <li>a. 1000-1999</li> <li>b. 3000-3999</li> <li>c. 5000-5999</li> </ul>		

New
  Modified
  Unchanged

**Goal 4**

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The school provides a safe, distraction free, professional learning environment that promotes student learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain a suspension rate at 1.5% or less	0%			
Maintain an expulsion rate at 1% or less	0%			
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	Students: 99.3% Parents: 99.3%	Students: 90%+ Parents: 90%+		
Maintain a compliant School Safety Plan	Compliant Rating	Compliant Rating		

PLANNED ACTIONS / SERVICES

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

Action **1** Safe Schools

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Safe Schools</b></p> <ul style="list-style-type: none"> <li>a. Update and monitor effective School Safety Plan</li> <li>b. School Safety Committee to implement the School Safety Plan</li> <li>c. Training and resources provided to ensure staff are informed, prepared, and compliant</li> <li>d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc)</li> </ul>		

e. Provide parents and students with opportunities for input into safety planning

--

--

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	a. \$162,962 b. \$54,893 c. \$500	Amount		Amount	
Source	a. LCFF Base b. LCFF Base c. LCFF Base	Source		Source	
Budget Reference	a. 1000-1999 b. 3000-3999 c. 4000-4999	Budget Reference		Budget Reference	

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

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

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

OR

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

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

ACTIONS/SERVICES

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

academic and social skill development		
---------------------------------------	--	--

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	a. \$11,331 b. \$60,898 c. \$260,063 d. \$7,973 e. \$23,161 f. \$6,000		
Source	a. LCFF Base b. SpEd c. LCFF Base d. SpEd e. LCFF Base f. LCFF Base		
Budget Reference	a. 1000-1999 b. 1000-1999 c. 2000-2999 d. 3000-3999 e. 3000-3999 f. 5000-5999		

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

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

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

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Social, Emotional, and Behavioral Support Systems for Low Income, Homeless, and Foster Youth</b></p> <p>a. Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals</p> <p>b. Increase capacity for Trauma-Informed Practices for Schools by training trainers</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a. \$52,114</p> <p>b. \$15,530</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>a. LCFF Base, S/C</p> <p>b. LCFF Base, S/C</p>	<p>Source</p>	<p>Source</p>

Budget Reference

- a. 1000-1999
- b. 3000-3999

Budget Reference

Budget Reference

New                       Modified                       Unchanged

## Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase formal partnerships with community based organizations by 10%	13	15		
Receive School Facility Good Repair Status of "good" or "exemplary"	New Measure	Status of "good" or "exemplary"		



<p>Promote monthly formal opportunities for parent engagement</p>	<p>New Measure</p>	<p>1 formal engagement event/opportunity each month = 12 for year</p>		
<p>90% of parents will report that Resource Centers engage students in innovative learning opportunities</p>	<p>New measure</p>	<p>90%+</p>		

PLANNED ACTIONS / SERVICES

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

Action **1** Student, Parent, and Community Engagement

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><b>Student, Parent, and Community Engagement</b></p> <p>a. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems</p> <p>b. Establish formal opportunities for parent engagement on a monthly basis (multiple methods)</p> <p>c. Design innovative Resource Centers, enhanced with technology, that engage students in 21<sup>st</sup> century learning</p>		

- environments to inspire achievement
- d. Provide k-5 homeschool students and families with a Resource Center that promotes collaborative learning and enrichment opportunities
- e. Design facilities to meet the “best practices” standards for NGSS lab work
- f. Enhance website features and content to provide accurate and timely information to parents and community members.
- g. Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)

--

--

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$781</li> <li>b. \$323</li> <li>c. \$150,000</li> <li>d. \$22,500</li> <li>e. \$344,120</li> </ul>	Amount	Amount
Source	<ul style="list-style-type: none"> <li>a. LCFF Base</li> <li>b. LCFF Base</li> <li>c. PSCGP</li> <li>d. LCFF Base</li> <li>e. LCFF Base</li> </ul>	Source	Source
Budget Reference	<ul style="list-style-type: none"> <li>a. 1000-1999</li> <li>b. 3000-3999</li> <li>c. 4000-4999</li> <li>d. 4000-4999</li> <li>e. 5000-5999</li> </ul>	Budget Reference	Budget Reference

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

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <ul style="list-style-type: none"> <li>a. \$781</li> <li>b. \$323</li> <li>c. \$5,000</li> </ul>	Amount	Amount

Source	a. LCFF S/C b. LCFF S/C c. LCFF S/C	Source		Source	
Budget Reference	a. 1000-1999 b. 3000-3999 c. 5000-5999	Budget Reference		Budget Reference	

Action **3** Community Relations and Partnerships

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Community Relations and Partnerships</b> <ul style="list-style-type: none"> <li>a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning</li> <li>b. Implement a marketing plan to inform parents and community about the school's instructional program and enrollment options</li> </ul>		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a. \$781 b. \$323 c. \$78,250	Amount		Amount	
Source	a. LCFF Base b. LCFF Base c. LCFF Base	Source		Source	
Budget Reference	a. 1000-1999 b. 3000-3999 c. 5000-5999	Budget Reference		Budget Reference	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$562,847

Percentage to Increase or Improve Services:

19.33% %

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

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

Audeo II has identified high leverage actions/services targeted primarily to increase and improve services for Low Income (LI), English Learners (ELs) and Homeless and Foster Youth. The 2017-18 LCAP outlines the following key actions/services that will increase student group achievement:

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

