LCFF Budget Overview for Parents

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

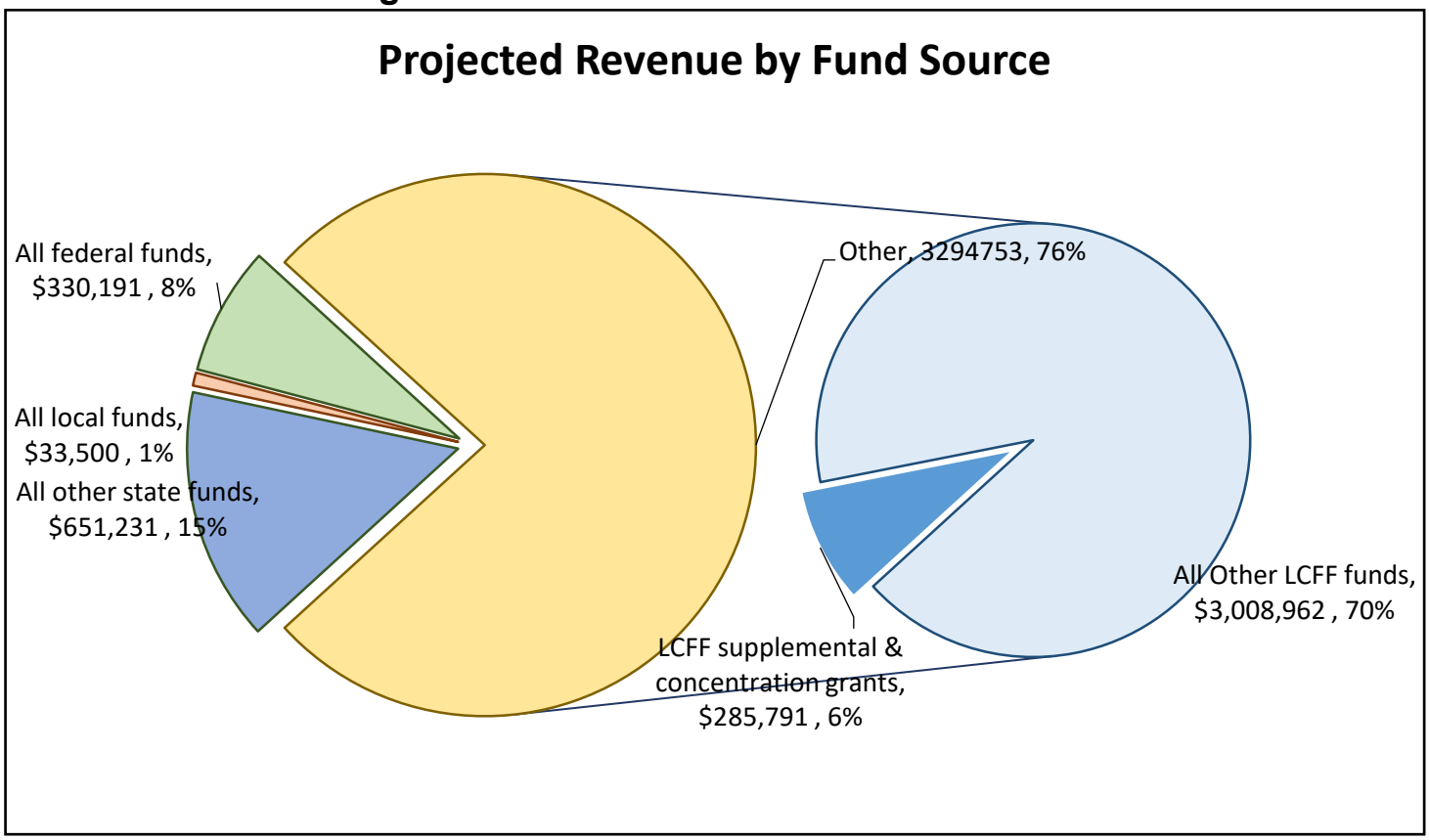
CDS Code: 37770320134577

School Year: 2021 – 22

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

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

Budget Overview for the 2021 – 22 School Year

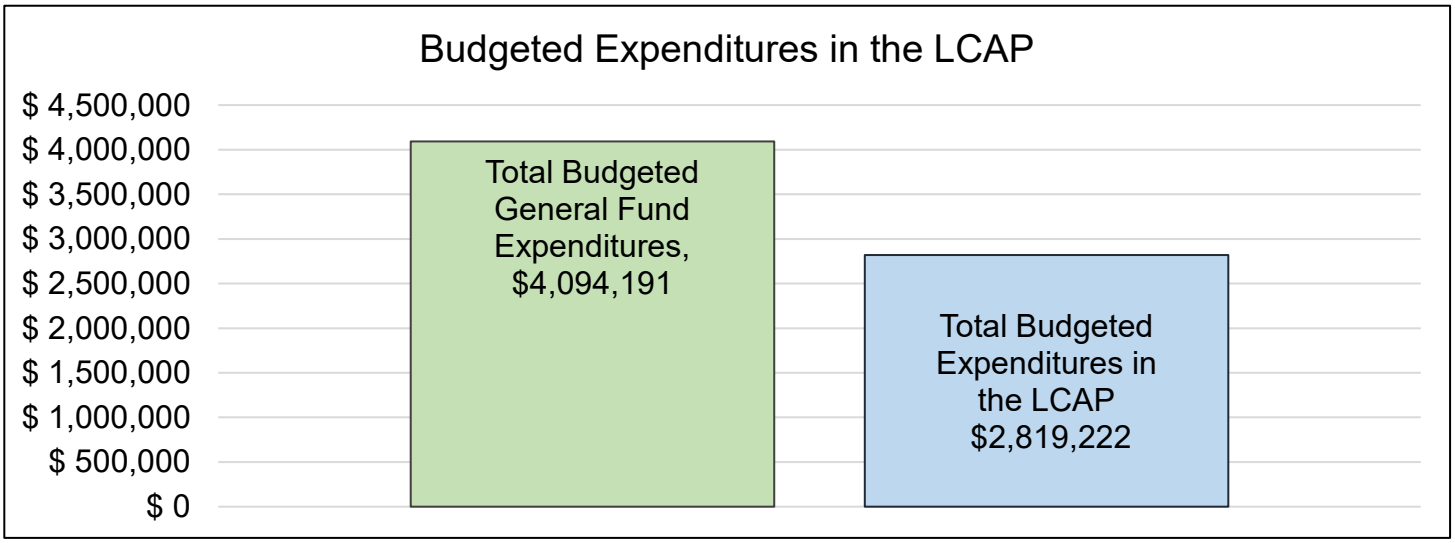


This chart shows the total general purpose revenue Audeo Charter School II expects to receive in the coming year from all sources.

The total revenue projected for Audeo Charter School II is $4,309,675.00, of which $3,294,753.00 is Local Control Funding Formula (LCFF), $651,231.00 is other state funds, $33,500.00 is local funds, and $330,191.00 is federal funds. Of the $3,294,753.00 in LCFF Funds, $285,791.00 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 II 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 II plans to spend $4,094,191.00 for the 2021 – 22 school year. Of that amount, $2,819,222.00 is tied to actions/services in the LCAP and $1,274,969.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

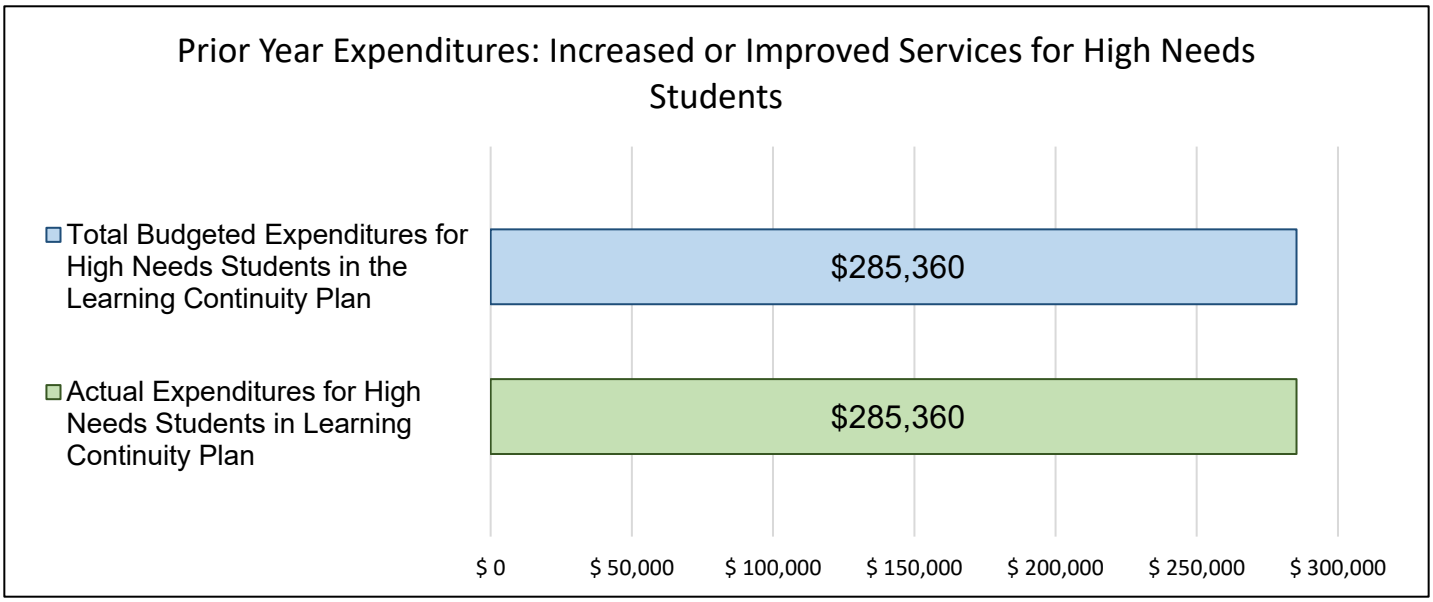
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

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

In 2021 – 22, Audeo Charter School II is projecting it will receive $285,791.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Charter School II must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Charter School II plans to spend $305,791.00 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 II 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 II 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 II's Learning Continuity Plan budgeted $285,360.00 for planned actions to increase or improve services for high needs students. Audeo Charter School II actually spent $285,360.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo II Charter School	Veronica Ballman, School Coordinator	Email: vballman@audeo2.com Phone: (858) 678-2050

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4 & 5

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected	Actual
Achieve graduation rate “medium” performance level or increase by 3%+	All Students: 63% SEDA: 57% EL: N/A (student group consists of less than 11 students) FY: N/A (student group consists of less than 11 students) SWD: 62.5% *This is the School’s 2019-2020 one-year graduation rate for All Students and Student Groups
The cumulative student participation rate, including for all unduplicated student groups (LI, EL, FY) and Special Education will meet or exceed 84%	All Students: 88.7% SEDA: 86% EL: 91.2% FY: 71.5% (2 students) SWD: 88.8%
SBA in Math Distance to Level 3 overall and unduplicated student groups will achieve “medium” performance status or increase by 3 points	N/A *Smarter Balanced Assessments were suspended for the 2019-2020 SY due to COVID-19
SBA Math proficiency rates will demonstrate schoolwide achievement that reflects ≥ the math proficiency rates of schools that students would otherwise attend (local DASS schools)	N/A *Smarter Balanced Assessments were suspended for the 2019-2020 SY due to COVID-19
SBA in ELA Distance to Level 3 overall and unduplicated student groups will achieve “medium” performance status or increase by 3 points	N/A *Smarter Balanced Assessments were suspended for the 2019-2020 SY due to COVID-19
SBA ELA proficiency rates will demonstrate schoolwide achievement that reflects ≥ the math proficiency rates of schools that students would otherwise attend (local DASS schools)	N/A *Smarter Balanced Assessments were suspended for the 2019-2020 SY due to COVID-19
NWEA Measures of Academic Performance (MAP) progress results will maintain at 60% or the lowest performing student group will increase by 2%	N/A *NWEA Measures of Academic Performance (MAP) were suspended due to COVID-19

Expected	Actual
Establish accurate baseline for EL Reclassification rates based on updated assessment model and timeline	N/A *No reports due to the suspension of the English Language Proficiency Assessments for California (ELPAC) assessments
Maintain ELPAC Level 3 and Level 4 Performance Levels at or above 75% or increase percent of students scoring at level 4 by 3%	N/A *ELPAC assessments were suspended due to Covid-19
Maintain a dropout rate of 5% or less	Projected dropout rate for all students: 2.8%
90% of students will gain in their ability to learn and succeed in school within 90 days of enrollment	99%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Base Program for All Students Data and Measures of Student Achievement a. Collect, analyze and disseminate key performance measures aligned to student achievement and publish in The Storybook (monthly, annually) b. Utilize the Data Integration Systems Department to best inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data c. Provide training on computer - based ELPAC administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems Intervention and Student Support d. Recruit, hire, and train high quality teachers to engage high-risk students and support their achievement e. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals f. Develop and implement schoolwide Instructional Plan (scope and sequence) based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE) g. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high-risk student engagement in school h. Provide effective Specialized Academic Instruction and related services to improve academic progress and proficiency for SWD	<table><tr><th>Source</th><th>Object Code</th><th>Goal 1.1</th></tr><tr><td>LCFF BASE</td><td>1000-1999</td><td>341,756.00</td></tr><tr><td></td><td>2000-2999</td><td>66,061.00</td></tr><tr><td></td><td>3000-3999</td><td>139,218.00</td></tr><tr><td></td><td>5000-5999</td><td>5,500.00</td></tr><tr><td>LCFF BASE Total</td><td></td><td>552,535.00</td></tr><tr><td>SPED</td><td>2000-2999</td><td>19,545.00</td></tr><tr><td></td><td>3000-3999</td><td>5,127.00</td></tr><tr><td>SPED Total</td><td></td><td>24,672.00</td></tr><tr><td>TITLE I</td><td>2000-2999</td><td>15,338.00</td></tr><tr><td></td><td>3000-3999</td><td>4,122.00</td></tr><tr><td>TITLE I Total</td><td></td><td>19,460.00</td></tr><tr><td>Grand Total</td><td></td><td>596,667.00</td></tr></table>	<table><tr><th>Source & Object</th><th>Goal 1.1</th></tr><tr><td>CTEIG</td><td>$ 73,602</td></tr><tr><td>1000-1999</td><td>$ 37,195</td></tr><tr><td>2000-2999</td><td>$ 4,762</td></tr><tr><td>3000-3999</td><td>$ 31,410</td></tr><tr><td>5000-5999</td><td>$ 235</td></tr><tr><td>LCFF</td><td>$ 952,408</td></tr><tr><td>1000-1999</td><td>$ 405,687</td></tr><tr><td>2000-2999</td><td>$ 49,421</td></tr><tr><td>3000-3999</td><td>$ 489,721</td></tr><tr><td>5000-5999</td><td>$ 7,578</td></tr><tr><td>Lottery: Unrestricted</td><td>$ 21,193</td></tr><tr><td>1000-1999</td><td>$ 13,991</td></tr><tr><td>3000-3999</td><td>$ 7,103</td></tr><tr><td>5000-5999</td><td>$ 99</td></tr><tr><td>LPSBG</td><td>$ 1,943</td></tr><tr><td>5000-5999</td><td>$ 1,943</td></tr><tr><td>S/C</td><td>$ 20,872</td></tr><tr><td>1000-1999</td><td>$ 10,888</td></tr><tr><td>3000-3999</td><td>$ 9,984</td></tr><tr><td>SpEd</td><td>$ 67,704</td></tr><tr><td>2000-2999</td><td>$ 6,826</td></tr><tr><td>3000-3999</td><td>$ 1,944</td></tr><tr><td>5000-5999</td><td>$ 56,538</td></tr><tr><td>7000-7999</td><td>$ 2,395</td></tr><tr><td>Title I</td><td>$ 25,481</td></tr><tr><td>2000-2999</td><td>$ 19,833</td></tr><tr><td>3000-3999</td><td>$ 5,649</td></tr><tr><td>Grand Total</td><td>$ 1,163,202</td></tr></table>

Action 2: Increased or Improved Services for LI, Homeless, FY, & EL

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

Source	Object Code	Goal 1.2
LCFF S/C	1000-1999	50,533.00
	3000-3999	18,989.00
	4000-4999	4,000.00
	5000-5999	1,250.00
LCFF S/C Total		**74,772.00**
SPED	1000-1999	222,641.00
	4000-4999	84,424.00
SPED Total		**307,065.00**
LPSBG	4000-4999	3,150.00
	5000-5999	2,500.00
LPSBG Total		**5,650.00**
TITLE IV	1000-1999	509.00
	3000-3999	141.00
TITLE IV Total		**650.00**
CSI	1000-1999	14,424.00
	3000-3999	5,348.00
CSI Total		**19,772.00**
Grand Total		**407,909.00**

Source & Object	Goal 1.2	
CSI	**$**	**15,055**
1000-1999	$	7,716
3000-3999	$	7,297
5000-5999	$	42
CTEIG	**$**	**16,199**
1000-1999	$	7,716
3000-3999	$	7,297
5000-5999	$	1,186
S/C	**$**	**60,707**
1000-1999	$	30,767
3000-3999	$	28,761
5000-5999	$	1,179
SpEd	**$**	**422,147**
1000-1999	$	218,554
3000-3999	$	200,922
5000-5999	$	2,671
Title I	**$**	**3,513**
5000-5999	$	3,513
Grand Total	**$**	**517,620**

Action 3: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students

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

Source	Object Code	Goal 1.3
LCFF BASE	1000-1999	44,387.00
	2000-2999	28,370.00
	3000-3999	19,271.00
LCFF BASE Total		**92,028.00**
SPED	2000-2999	19,545.00
	3000-3999	5,127.00
SPED Total		**24,672.00**
TITLE I	2000-2999	15,338.00
	3000-3999	4,122.00
	5000-5999	15,000.00
TITLE I Total		**34,460.00**
CSI	5000-5999	2,000.00
CSI Total		**2,000.00**
Grand Total		**153,160.00**

Source & Object	Goal 1.3	
CSI	**$**	**13,900**
5000-5999	$	13,900
LCFF	**$**	**63,007**
1000-1999	$	16,160
2000-2999	$	17,555
3000-3999	$	9,558
5000-5999	$	19,735
SpEd	**$**	**8,771**
2000-2999	$	6,826
3000-3999	$	1,944
Title I	**$**	**25,481**
2000-2999	$	19,833
3000-3999	$	5,649
Grand Total	**$**	**111,159**

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The School has supported the achievement of all students through a data-informed instructional program. All students are provided a personalized educational plan which is developed in collaboration with the teacher, student, and parent. This is called the Pathways Personalized Education Plan (PPEP) and it is continuously monitored and adjusted throughout the school year based upon academic progress/achievement, learning needs and interests of the student. Instructional staff utilize Monthly Storybooks to monitor academic achievement and engagement. These Monthly Storybooks disseminate data based on key performance measures and LCAP metrics in order to inform processes of each school system, including Professional Development, Curriculum, and Instruction.

Due to COVID-19, the School transitioned to distance learning in March 2020. In order to mitigate loss of learning, instructional staff used a variety of communication methods to contact and support students and parents, including secure text messages, phone calls, emails, and virtual conferences. Additionally, the School provided students in need of home technology with a Chromebook and/or internet hotspot. Priority was given to Students with Disabilities to ensure access to Special Education services. Students were provided distance learning instructional sessions, which are grade level appropriate and content specific, to support student engagement and achievement. Teachers utilized virtual technology tools to provide instructional modeling and tutorials specific to the session topic in a manner that is engaging and tangible for online learning. Students were also provided access to teacher ‘virtual office hours’ if they needed one-on-one support.

Instructional staff continued to monitor and measure student progress and participation daily. Students were required to participate in online activities, quizzes, unit tests, writing assignments, web portfolios, presentations/speeches and end of course exams. All completed student work was graded by a teacher and given a letter grade based upon rubrics and exemplar responses. This allowed students to earn course credits which are required for grade level promotion and graduation. Students earning less than 70% on graded assignments were provided learning remediation crafted and customized by a teacher. Instructional staff also used the Multi-Tiered System of Support (MTSS), to coordinate personalized and enhanced intervention strategies and resources that match the needs of students.

School Coordinators continued to provide instructional staff with support and training throughout distance learning. Emphasis was on ensuring that students remained engaged in learning, earn course credit, and remain on-track for grade level promotion and/or graduation.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4 & 7

Local Priorities: Strategic Initiatives 4 & 8

Annual Measurable Outcomes

Expected	Actual
Maintain percentage of CCSS aligned courses at 100%	Percentage of CCSS aligned courses: 100%
Increase the percentage of NGSS aligned Science courses to 100%	Percentage of NGSS aligned Science courses: 100%
Maintain percentage of ELD aligned ELA courses at 100%	Percentage of ELD aligned ELA courses: 100%
Increase percentage of ELD aligned History/Social Science courses to 100%	Percentage of ELD aligned History/Social Science courses: 100%
100% of core courses are supervised by high quality, credentialed teachers	Percentage of core courses are supervised by high quality, credentialed teachers: 100%
Maintain 100% UC A-G approval rate for core courses	UC A-G approval rate for core courses: 100%
Maintain 100% NCAA approval rate for core courses	NCAA approval rate for core courses: 100%

Expected	Actual
Maintain advanced course offerings including Honors and AP courses	19 total advance course offerings: 9 AP Courses and 10 Honors Courses
Maintain state approval status of established CTE Pathways	State approval status of established CTE Pathways: 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Action 1: Base Program for All Students

Pathways and College and Career Readiness

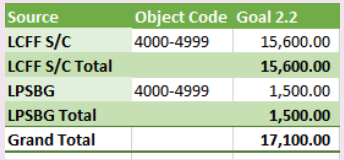
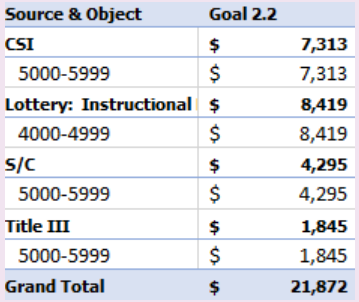
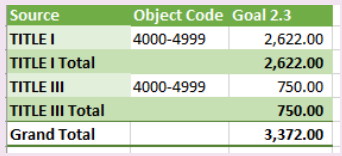
a. Align CTE Curriculum to CTE Model Standards
   -Business Careers 1-2 (Exploratory)
   -Service Learning 1-2 (Exploratory)
   -Work Experience 1-4 (Exploratory)
   -Intro to Parenting (Child Development)
   -Parent Ed (Child Development)
   -Psychology (Child Development)
   -Intro to Military Science (Public Services)
b. Create Work Based Learning - School Curriculum Crosswalk
c. Create digital portfolios in capstone courses
d. Provide CTE Certifications in Adobe, Hospitality, and Workforce Readiness
e. Promote 21st century learning and digital literacy with Pathways e-Portfolio graduation requirement
f. Enhance ELD program to include course offerings and instructional practices that promote literacy development
g. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance

Standards Aligned Course of Study and Curriculum

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

Source	Object Code	Goal 2.1
LCFF BASE	1000-1999	67,851.00
	3000-3999	26,360.00
	4000-4999	38,351.00
LCFF BASE Total		132,562.00
SPED	1000-1999	11,386.00
	3000-3999	4,230.00
SPED Total		15,616.00
TITLE II	1000-1999	2,750.00
	3000-3999	900.00
TITLE II Total		3,650.00
Grand Total		151,828.00

Source & Object	Goal 2.1	
CSI	$	26,565
1000-1999	$	2,783
3000-3999	$	2,098
4000-4999	$	21,663
5000-5999	$	21
LCFF	$	275,235
1000-1999	$	54,303
2000-2999	$	521
3000-3999	$	94,978
4000-4999	$	120,521
5000-5999	$	4,913
Lottery: Unrestricted	$	2,584
1000-1999	$	1,706
3000-3999	$	866
5000-5999	$	12
S/C	$	19,987
1000-1999	$	11,837
3000-3999	$	8,150
SpEd	$	21,894
1000-1999	$	11,356
3000-3999	$	10,473
5000-5999	$	65
Title II	$	4,857
1000-1999	$	3,643
3000-3999	$	1,168
5000-5999	$	46
Grand Total	$	351,123

l. Create ELD ELA course pathway that is UC a-g approved		
Action 2: Increased or Improved Services for LI, Homeless, FY, & EL a. Pathways Learning Lead to implement Pathways Program that ensures accessibility, equity, and achievement for high-risk student groups and historically underserved students b. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation c. Provide curriculum enhancements for EL students: Achieve 3000, BrainPOP ESL d. Increase student access to online curriculum and resources through technology devices and internet: Connect Program e. LPSG: Implement WRITE INSTITUTE- The school will integrate literacy instruction, including the six high-leverage research-based academic literacy practices, across all core curriculum. Students will engage in relevant, rigorous curriculum that builds academic literacy and serves as a foundation for 21st Century Learning Skills	 Source / Object Code / Goal 2.2 LCFF S/C / 4000-4999 / 15,600.00 LCFF S/C Total / 15,600.00 LPSBG / 4000-4999 / 1,500.00 LPSBG Total / 1,500.00 Grand Total / 17,100.00	 Source & Object / Goal 2.2 CSI / $ 7,313 5000-5999 / $ 7,313 Lottery: Instructional / $ 8,419 4000-4999 / $ 8,419 S/C / $ 4,295 5000-5999 / $ 4,295 Title III / $ 1,845 5000-5999 / $ 1,845 Grand Total / $ 21,872
Action 3: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students a. Provide supplemental curriculum for ELs and LI students though “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap b. Customize curriculum with supplemental resources to increase student access to the core curriculum	 Source / Object Code / Goal 2.3 TITLE I / 4000-4999 / 2,622.00 TITLE I Total / 2,622.00 TITLE III / 4000-4999 / 750.00 TITLE III Total / 750.00 Grand Total / 3,372.00	 Source & Object / Goal 2.3 SpEd / $ 743 4000-4999 / $ 743 Grand Total / $ 743

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Throughout the COVID-19 emergency, the School has provided a broad and rigorous course of study, aligned to CCSS, NGSS, ELD and CTE. The School utilized the Altus Connect Program to provide all students in need of home technology with Chromebooks and internet hotspots to ensure equity and access. Altus Connect ensures that all students are able to access the full curriculum and course offerings, including Advanced, Honors, and AP Courses.

Based upon analysis of the LCAP's measurable outcomes, the School is meeting the overall objectives of this goal. The School utilizes a systematic approach to review curriculum regularly to ensure it is standards aligned, culturally proficient, and supporting the learning needs of students.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, & 8

Local Priorities: Strategic Initiatives 5 & 6

Annual Measurable Outcomes

Expected	Actual
100% of teachers who have been employed for 3+years will demonstrate subject matter competency in ELA and Math	N/A *VPSS, math and ELA subject matter competency program is no longer recognized under ESSA

Expected	Actual
100% of teachers will participate in at least 60 hours of professional development	100% of teachers participated in at least 60 hours of professional development
90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations	94% of staff reported high levels of relevance on training evaluations
95% Student/Parent Surveys will reflect high teacher satisfaction rate	97% of surveyed students reported high teacher satisfaction 100% of surveyed parents reported high teacher satisfaction

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Base Program for All Students a. Altus University course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards b. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS) c. Increase teachers' mastery of differentiation of instruction for all learners, including SWD through Neurodevelopmental Strengths Based Teaching and Learning Certification d. Provide CTE Professional Development in key Industry Sectors and Externships e. Altus University courses provided to increase capacity though Leadership Studies and Fellows Project f. New Teacher Training Program includes Youth Mental Health First Aid Training and Certification		

Source	Object Code	Goal 3.1
LCFF BASE	1000-1999	254,035.00
	2000-2999	11,988.00
	3000-3999	115,243.00
	5000-5999	3,000.00
LCFF BASE Total		384,266.00
TITLE II	1000-1999	1,266.00
	3000-3999	421.00
TITLE II Total		1,687.00
Grand Total		385,953.00

Source & Object	Goal 3.1	
CSI	$	349
1000-1999	$	262
3000-3999	$	84
5000-5999	$	3
CTEIG	$	128,379
1000-1999	$	58,185
3000-3999	$	69,741
5000-5999	$	453
LCFF	$	247,114
1000-1999	$	112,960
3000-3999	$	132,920
5000-5999	$	1,234
S/C	$	8,831
1000-1999	$	5,283
3000-3999	$	3,547
Title II	$	1,489
1000-1999	$	1,117
3000-3999	$	358
5000-5999	$	14
Grand Total	$	386,162

Action 2: Increased or Improved Services for LI, Homeless, FY & EL

a. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
b. Increase teachers' competency in instructional methodology and differentiation of instruction for all learners through GATE training and Certification
c. Math specialist to provide additional support & professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources for unduplicated student groups
d. ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment
e. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)
f. Participate in The WRITE (Writing Reform and Innovation for Teaching Excellence) two-day institute for K-12 teacher leaders and administrators. The school will collaborate with SCDOE to implement systemic integrative literacy. SDCOE WRITE provides ongoing professional development to raise student achievement by improving the teaching of writing in grades K-12

Source	Object Code	Goal 3.2
LCFF S/C	1000-1999	10,249.00
	3000-3999	3,701.00
	5000-5999	2,000.00
LCFF S/C Total		15,950.00
TITLE II	1000-1999	2,396.00
	3000-3999	819.00
TITLE II Total		3,215.00
TITLE IV	1000-1999	102.00
	3000-3999	28.00
TITLE IV Total		130.00
Grand Total		19,295.00

Source & Object	Goal 3.2	
CTEIG	$	926
1000-1999	$	676
3000-3999	$	238
5000-5999	$	11
LCFF	$	919
1000-1999	$	689
3000-3999	$	108
5000-5999	$	122
S/C	$	2,862
1000-1999	$	2,017
3000-3999	$	845
SpEd	$	45
5000-5999	$	45
Grand Total	$	4,751

Action 3: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students

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

Source	Object Code	Goal 3.3
LCFF BASE	1000-1999	240.00
	3000-3999	71.00
LCFF BASE Total		311.00
TITLE II	1000-1999	73.00
	3000-3999	24.00
TITLE II Total		97.00
TITLE IV	1000-1999	102.00
	3000-3999	28.00
TITLE IV Total		130.00
Grand Total		538.00

Source & Object	Goal 3.3	
CSI	$	30
1000-1999	$	23
3000-3999	$	7
5000-5999	$	0
CTEIG	$	121
1000-1999	$	91
3000-3999	$	29
5000-5999	$	1
LCFF	$	22
1000-1999	$	17
3000-3999	$	5
5000-5999	$	0
Title II	$	130
1000-1999	$	97
3000-3999	$	31
5000-5999	$	1
Grand Total	$	304

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Total expenditures are lower by 4% due to in-person training professional development trainings, conferences and graduation ceremony was not implemented for part of the year due to COVID-19, these funds were spent on purchasing PPE gear for students and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Based on the analysis of LCAP measurable outcomes, the School is meeting the objectives of this goal. The School’s professional learning system provides staff with training on instruction, curriculum, data analysis, and leadership studies. 100% of School staff participated in at least 60 hours of annual professional development. In addition, 94% of staff reported high levels of work relevancy on training evaluations.

In March 2020, the School was able to successfully transition to a fully online professional learning system. Altus University is now called, AU in the Cloud, and it is available to all segments of the workforce. AU in the Cloud sessions incorporated schoolwide initiatives

to improve student learning in Mathematics and English Language Development. These AU in the Cloud sessions also provided teachers with training on how to effectively engage and support potentially vulnerable student groups during the COVID-19 emergency.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, & 6

Local Priorities: Strategic Initiatives 3 & 10

Annual Measurable Outcomes

Expected	Actual
Maintain a suspension rate at 1.5% or less	Suspension rate: 0.00%
Maintain an expulsion rate at 1% or less	Expulsion rate: 0.00%
Maintain 90% or higher satisfaction rate from students/parents on safety from Annual Surveys	95% of students surveyed and 98% of parents surveyed reported high levels of safety satisfaction
Maintain a compliant School Safety Plan	School Safety Plans met compliance requirements

Actions / Services

<table>
<tr><th>Planned
Action/Service</th><th>Budgeted
Expenditures</th><th>Actual Expenditures</th></tr>
<tr>
<td>Action 1: Base Program for All Students

Safe Schools
a. Update and monitor effective School Safety Plan
b. School Safety Committee to implement the School Safety Plan
c. Training and resources provided to ensure staff are informed, prepared, and compliant
d. Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
e. Provide nursing services to support student social-emotional health and well-being
f. Provide parents and students with opportunities for input into safety planning
g. Collaborate with El Dorado Charter SELPA to provide Behavior Intervention Planning and Behavior Goal Writing trainings for Special Education staff</td>
<td>
<table>
<tr><th>Source</th><th>Object Code</th><th>Goal 4.1</th></tr>
<tr><td>LCFF BASE</td><td>1000-1999</td><td>71,280.00</td></tr>
<tr><td></td><td>2000-2999</td><td>2,947.00</td></tr>
<tr><td></td><td>3000-3999</td><td>22,934.00</td></tr>
<tr><td></td><td>4000-4999</td><td>1,000.00</td></tr>
<tr><td>LCFF BASE Total</td><td></td><td>98,161.00</td></tr>
<tr><td>Grand Total</td><td></td><td>98,161.00</td></tr>
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</td>
<td>
<table>
<tr><th>Source & Object</th><th>Goal 4.1</th></tr>
<tr><td>CTEIG</td><td>$ 5,702</td></tr>
<tr><td>1000-1999</td><td>$ 3,081</td></tr>
<tr><td>3000-3999</td><td>$ 2,606</td></tr>
<tr><td>5000-5999</td><td>$ 16</td></tr>
<tr><td>LCFF</td><td>$ 83,074</td></tr>
<tr><td>1000-1999</td><td>$ 48,702</td></tr>
<tr><td>2000-2999</td><td>$ 1,428</td></tr>
<tr><td>3000-3999</td><td>$ 32,695</td></tr>
<tr><td>5000-5999</td><td>$ 249</td></tr>
<tr><td>Lottery: Unrestricted</td><td>$ 2,068</td></tr>
<tr><td>1000-1999</td><td>$ 1,365</td></tr>
<tr><td>3000-3999</td><td>$ 693</td></tr>
<tr><td>5000-5999</td><td>$ 10</td></tr>
<tr><td>Title IV</td><td>$ 10,000</td></tr>
<tr><td>1000-1999</td><td>$ 7,034</td></tr>
<tr><td>3000-3999</td><td>$ 2,966</td></tr>
<tr><td>Grand Total</td><td>$ 100,844</td></tr>
</table>
</td>
</tr>
<tr>
<td>Action 2: Increased or Improved Services for LI, Homeless, FY, & EL

Social, Emotional, and Behavioral Support Systems
a. Expand School Social Work Services to include intern program and build capacity for: coordinating agencies, providing services, and facilitating referrals to support student academic and social/emotional goals
b. Expand the leadership and character development program, Cadet Corps, to promote student achievement and increase student engagement
c. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability
d. Provide a Nutrition Program qualifying students
e. Utilize Backboard Systems as a safety communication tool</td>
<td>
<table>
<tr><th>Source</th><th>Object Code</th><th>Goal 4.2</th></tr>
<tr><td>LCFF S/C</td><td>1000-1999</td><td>76,906.00</td></tr>
<tr><td></td><td>2000-2999</td><td>7,043.00</td></tr>
<tr><td></td><td>3000-3999</td><td>49,279.00</td></tr>
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<tr><td>SPED</td><td>1000-1999</td><td>11,663.00</td></tr>
<tr><td></td><td>3000-3999</td><td>3,545.00</td></tr>
<tr><td>SPED Total</td><td></td><td>15,208.00</td></tr>
<tr><td>Grand Total</td><td></td><td>173,852.00</td></tr>
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<tr><th>Source & Object</th><th>Goal 4.2</th></tr>
<tr><td>CSI</td><td>$ 18,818</td></tr>
<tr><td>1000-1999</td><td>$ 9,646</td></tr>
<tr><td>3000-3999</td><td>$ 9,121</td></tr>
<tr><td>5000-5999</td><td>$ 52</td></tr>
<tr><td>CTEIG</td><td>$ 18,819</td></tr>
<tr><td>1000-1999</td><td>$ 9,646</td></tr>
<tr><td>3000-3999</td><td>$ 9,121</td></tr>
<tr><td>5000-5999</td><td>$ 52</td></tr>
<tr><td>S/C</td><td>$ 203,928</td></tr>
<tr><td>1000-1999</td><td>$ 75,424</td></tr>
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<tr><td>4000-4999</td><td>$ 6,120</td></tr>
<tr><td>SpEd</td><td>$ 14,869</td></tr>
<tr><td>1000-1999</td><td>$ 11,236</td></tr>
<tr><td>3000-3999</td><td>$ 3,613</td></tr>
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<tr><td>Grand Total</td><td>$ 256,434</td></tr>
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</tr>
</table>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The School provides a safe learning environment and supportive school culture. Many students and parents decide to enroll at Audeo 2 2 because they value a safe and supportive learning environment. Both students and parents reported high levels of safety satisfaction on LCAP surveys.

Due to the COVID-19 pandemic, the School transitioned to distance learning in March 2020. The School immediately sent a Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including School Coordinators, counselors, social worker, and school nurses, followed-up with each family and provided resources and support based upon specific needs. From March 16, 2020 to June 30, 2020, the Audeo 2 Health Department and social worker reported 131 follow-up communication with families regarding health and wellness.

Goal 5

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

State and/or Local Priorities addressed by this goal:

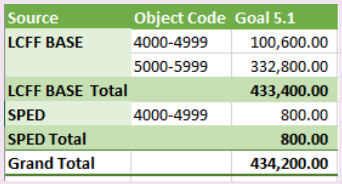
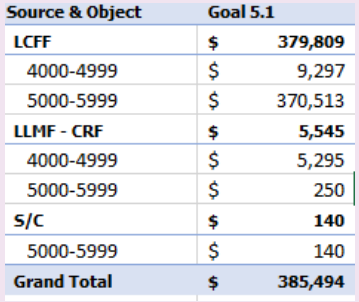
State Priorities: 1, 3, 5, & 6

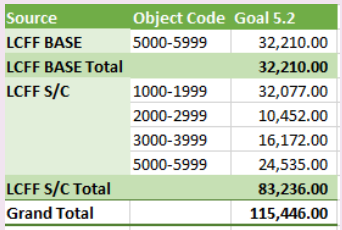
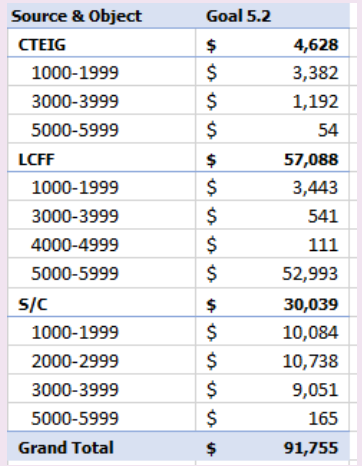
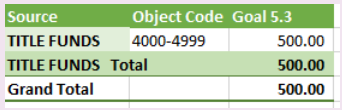
Local Priorities: Strategic Initiatives 1, 2, 3, 9, & 11

Annual Measurable Outcomes

Expected	Actual
Maintain formal partnerships with community-based organizations	27 formal partnerships with community-based organizations
Receive School Facility Good Repair Status of “good” or “exemplary”	School Facility Repair Status: Exemplary
Promote monthly formal opportunities for parent engagement	12 formal parent engagement opportunities
90% of parents will report that Resource Centers engage students in innovative learning opportunities	100% of parents surveyed reported that Resource Centers engage students in innovative learning opportunities

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Base Program for All Students Student, Parent, and Community Engagement a. Create formal partnerships for CTE Advisory Committees and CTE Industry Partners (Externships) b. Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems c. Establish formal opportunities for parent engagement on a monthly basis (multiple methods) d. Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement e. Design facilities to meet the “best practices” standards for NGSS lab work f. Enhance website features and content to provide accurate and timely information to parents and community members. g. Utilize web -based programs to increase parental engagement (Naviance, School Pathways Parent Portal) h. Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program i. Provide translated materials and resources for parents/guardians of ELs j. Designate translators and/or bilingual staff at high EL enrollment Resource Centers k. Collaborate with the EL Dorado Charter SELPA to provide Community Advisory Committee participation opportunities for parents of SWD	 Source / Object Code / Goal 5.1 LCFF BASE / 4000-4999 / 100,600.00 5000-5999 / 332,800.00 LCFF BASE Total / 433,400.00 SPED / 4000-4999 / 800.00 SPED Total / 800.00 Grand Total / 434,200.00	 Source & Object / Goal 5.1 LCFF / $ 379,809 4000-4999 / $ 9,297 5000-5999 / $ 370,513 LLMF - CRF / $ 5,545 4000-4999 / $ 5,295 5000-5999 / $ 250 S/C / $ 140 5000-5999 / $ 140 Grand Total / $ 385,494

Action 2: Increased or Improved Services for LI, Homeless, FY, & EL a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning b. Implement a Marketing Plan to inform parents and community about the school's instructional program and enrollment options	 **Source** / **Object Code** / **Goal 5.2** LCFF BASE / 5000-5999 / 32,210.00 **LCFF BASE Total** / **32,210.00** LCFF S/C / 1000-1999 / 32,077.00 2000-2999 / 10,452.00 3000-3999 / 16,172.00 5000-5999 / 24,535.00 **LCFF S/C Total** / **83,236.00** **Grand Total** / **115,446.00**	 **Source & Object** / **Goal 5.2** **CTEIG** / **$ 4,628** 1000-1999 / $ 3,382 3000-3999 / $ 1,192 5000-5999 / $ 54 **LCFF** / **$ 57,088** 1000-1999 / $ 3,443 3000-3999 / $ 541 4000-4999 / $ 111 5000-5999 / $ 52,993 **S/C** / **$ 30,039** 1000-1999 / $ 10,084 2000-2999 / $ 10,738 3000-3999 / $ 9,051 5000-5999 / $ 165 **Grand Total** / **$ 91,755**
Action 3: Supplemental Program for Socioeconomically Disadvantaged and Limited English Proficient Students a. Increase access to Resource Center supports and services by providing bus passes to qualifying students	 **Source** / **Object Code** / **Goal 5.3** TITLE FUNDS / 4000-4999 / 500.00 **TITLE FUNDS Total** / **500.00** **Grand Total** / **500.00**	 **Source & Object** / **Goal 5.3** **Title I** / **$ 2,576** 4000-4999 / $ 2,576 **Grand Total** / **$ 2,576**

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Total expenditures decreased by 13% due to decrease in marketing expense and projects for resource centers being put on hold due to COVID-19, these funds were used to purchase thermometer scanners for resource centers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The School provides innovative and engaging Resource Centers that are located in communities in which students and families live and work. During distance learning, the School posted available community-based food resources on the School website along with the CA Meals for Kids Mobile Application. Some of the food resources listed on the School website include the Pandemic EBT, CalFresh Online Shopping, San Diego Food Banks neighborhood distribution locations, Feeding San Diego, and 2-1-1.

The School also partnered with the San Diego Food Bank to provide meals Monday-Thursday to students and families at two school locations. Students, parents, and family members were made aware of the Grab and Go Meal Program through communication from their teachers, flyers, and information posted on the school website.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	$11,453	$22,498	Yes
Personal Protective Equipment (PPE) and standing no-touch temperature screening systems to meet health and safety reopening requirements	$20,301	$41,377	No
Teachers and Certificated Teacher Resources (CTRs) to support in-person learning: train students on school social distancing requirements/procedures, ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	$1,420,372	$1,373,137	Yes
Special Education Case Managers to support Students with Disabilities (SWD)	$320,474	$314,251	No
School Coordinators 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 all students	$21,881	$23,230	Yes
Counselors to support the academic and social-emotional needs of students within MTSS	$137,460	$173,673	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	$54,000	$14,000	No
Classified school personnel to support the development of the Monthly Storybook	$24,950	$29,450	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	$2,674	$1,472	Yes
Edgenuity- online learning platform to deliver distance learning	$44,752	$25,072	No

School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	$18,800	$19,443	No
Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	$3,746	$993	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Audeo 2 is an Independent Study Program which provided, prior to COVID-19, students with access to the Resource Centers two to three days per week. In October 2020, School Leadership, in consultation and coordination with state and county health officials determined it was safe to re-open Resource Centers at reduced capacity to potential vulnerable student groups, including Students with Disabilities, Students with 504 Plans, English Learners, Homeless and Foster Youth and students struggling with distance learning. School Leadership, along with staff wanted to provide the aforementioned student groups with in-person academic support, a quiet and safe learning environment, and access to counseling and additional educational services. Teachers, Certificated Teacher Resources (CTRs), and Education Specialists returned to their respective Resource Centers two days per week. This was considered the first phase of the School's Reopening Plan.

During the initial re-opening, all COVID-19 health and safety protocols recommended by the state and county health offices were implemented (i.e., mandatory facial coverings, temperature checks, screening questions upon arrival, hand sanitizing, social distancing, and cleaning/disinfecting). Automatic temperature screening devices were installed along with multiple hand sanitizing stations. The School acquired Personal Protective Equipment (PPE) and made it available to all staff and students on-site. Furthermore, training was provided to school employees on all aspects related to the COVID-19 health and safety protocols. School leaders frequently visited Resource Centers to ensure protocols were being followed and provided additional training/coaching when needed to staff and students.

As of April 2021, the School is planning to increase student access to the Resource Centers since COVID-19 infection rates continue to decline in and the vaccine is now available to all school employees. This will be considered the next phase of the School's Reopening Plan: All students will be given the option to return to Resource Centers or stay in distance learning for the remainder of the spring semester. Student schedules will be modified to reduce the numbers of students on-site and to ensure social distancing requirements are met. Students will be assigned to designated learning stations to mitigate potential close contact. Instructional staff will return to Resource Centers for three to four days per week to support the additional students on-site. Ultimately, School Leadership is planning for all staff to return to Resource Centers full time by the summer or fall so long as COVID-19 infection rates continue to decline.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To support the 19-20 fleet of Chromebooks and internet hotspots, additional units will be purchased in 20-21 to increase student access to the full curriculum	$11,453	$22,498	Yes
Teachers and Certificated Teacher Resources (CTRs) to support distance learning: ongoing communication with students and parents, creation of personalized learning plans, facilitate one-on-one and small group tutoring sessions in core subjects, and English Language Development services/instruction	$1,420,372	$1,373,137	Yes
Special Education Case Managers to support Students With Disabilities (SWD)	$320,474	$314,251	No
School Coordinators 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 all students	$21,881	$23,230	Yes
Counselors to support the academic and social-emotional needs of students as key member of MTSS	$137,460	$173,673	Yes
The Ed Ladder- supplemental math and ELA tutoring services for lowest-achieving and grade 12 students	$54,000	$14,000	No
Classified personnel to support the development of the Monthly Storybook	$24,950	$29,450	Yes
NWEA- assessment program to measure student academic levels in the fall and spring semesters	$2,674	$1,472	Yes
Edgenuity- online learning platform to deliver distance learning	$44,752	$25,072	No
School Pathways Student Information System- platform for instructional staff to report student attendance, document contacts, monitor student progress, and record grades	$18,800	$19,443	No

Professional Learning opportunities for staff, including Leading Edge Certification (LEC), Youth Mental Health First Aid (YMHFA), Writing Redesigned for Teaching and Equity (WRITE), and AVID	$3,746	$993	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
Audeo 2 has been able to maintain high levels of student engagement and achievement during distance learning. From July 2020 to February 2021, the School's participation rate for All Students was 89%. Participation rates for SWDs, ELs, and Low Income was 84.5%, 90% and 85%, respectively. In addition, Chronic Absenteeism Rates for All Students, SWDs, ELs, and Low Income was 10%, 0%, 0%, and 9.5%, respectively. Based upon this data, it is evident that the School's distance learning engagement strategies and supports are effective. Instructional staff continue to utilize the MTSS framework to ensure all students are receiving increased and enhanced intervention when they are not meeting academic standards. As of March 2021, Audeo 2's one-year graduation rate for the 2020-2021 school year is projected to be 83%.

Audeo 2 continues to use Edgenuity as an online learning platform for students. Edgenuity courses have been carefully reviewed and customized by the School's Curriculum Departments to ensure that they are aligned to the California Common Core State Standards and emphasize the key ELA and Mathematics Claims found in the Smarter Balanced Assessments Blueprint. This curriculum review was conducted by the School's Professional Development and Curriculum Coordinator along with subject matter expert teachers at the beginning of the school year. Additionally, Audeo 2's Edgenuity courses have been enhanced to include multiple scaffolds, note-taking activities, research/inquiry, writing assignments and projects that support students in the learning process while ensuring academic rigor.

Audeo 2 administered the Measures of Academic Progress by NWEA to all students in the fall, as a pre-assessment, to measure Reading, Language and Mathematics skills. The School will re-assess students in the spring from March-April 2021 to measure learning gains and determine the percentage of students meeting their individual growth target. Smarter Balanced Interim Assessments were also administered to all middle school and grade 11 students from November-December 2020. The Average Distance from Standard (DFS) for ELA and Math was +8 points and -28 points, respectively. This academic achievement data demonstrates improvement from the same assessment administered in 2019, the prior school year. This year-over-year growth suggests that that School's Distance Learning Instructional Plan has supported the development of students' skills and knowledge.

Access to Devices and Connectivity:
Audeo 2 continues to utilize the Altus Connect Program to issue Chromebooks and internet hotspots to students and families in need of home technology. As new students enroll, school clerks and counselors conduct a technology needs assessment with each family to ensure all barriers to learning are eliminated. The School has also enhanced the Tech Tool Library, which is a student facing online resource and digital tools platform designed by the Technology Integration Lead and teachers. Educational resources are presented along with instructional videos to train students on the logistics and application of tools within learning.

Pupil Participation and Progress:
Teachers continue to monitor and measure student progress and participation daily. Audeo 2 is an independent study program and is required to produce and archive a Student Work Record each Learning Period. Each Student Work Record includes a monthly learning log signed by the student and teacher, along with a representative work sample for each assigned course. Due to COVID-19, all Student Work Records are now electronic and archived in the Student Information System (SIS). Students continue to earn letter grades and course credit needed for grade level promotion and to meet graduation requirements. All graded assignments and evaluative comments are viewable to students and parents through the School Pathways Student and Parent Portal. Instructional staff continues to provide training to students and parents on how to access the School Pathways Student and Parent Portal and monitor course progress.

Distance Learning Professional Development:
Audeo 2's Professional Learning system is called, Altus University (AU). Since March 2020, all AU sessions have been fully online through Microsoft Teams. Instructional staff report high-levels of satisfaction with the virtual platform because it is interactive, provides screensharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have access to on-demand sessions. Some of the key professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID.

With the addition of the Equity and Inclusion Officer, the School has also focused on providing professional development focused on the following student groups: Homeless and Foster Youth, English Learners, and Low Income. Each session is focused on providing

strategies, resources and supports that will ensure access and equity for all student during distance learning.

In addition, there are AU sessions focused solely on specific content areas such as Mathematics, English Language Arts, Social Sciences, Sciences, and Electives. These AU sessions build the capacity of participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. AU instructors include the School's Math Specialists, Technology Integration Lead, School Coordinators, and Curriculum Department Chairs. AU instructors facilitate data analysis during each session. Instructional data analyzed include Illuminate Learning Checks, End of Course Exams, Smarter Balanced Interim Assessments and Measures of Academic Progress by NWEA.

Staff Roles and Responsibilities:
All Audeo 2 staff actively use distance learning software and communication tools to engage families. Staff continually provide families with opportunities to meet one-on-one for academic support, small group tutoring and/or to review academic progress. In addition, School Coordinators, Counselors, and Nurses utilize a variety of communication tools to engage families as part of the MTSS. As staff communicate with students and family members, they continue to document these interactions in Contact Manager.

Support for Pupils with Unique Needs:
Audeo 2 continues to support the unique needs and circumstances of all students by utilizing the School's key process, Pathways Personalized Education Plan (PPEP). Upon enrollment, a student PPEP is collaboratively designed by the teacher, student, parent, counselor and education specialist, if applicable. The PPEP identifies educational goals, learning style preferences, career interests, daily learning schedule and course of study plan. Throughout distance learning, instructional staff continue to monitor and adjust each student's PPEP based upon their progress and educational needs. Instructional staff utilize the MTSS framework to increase interventions, implement targeted strategies and services to students not meeting academic standards. The School continues to provide a Monthly Storybook report to staff, which provides targeted, drilled down data, including achievement and engagement indicators that relate to overall student success and that of student groups such as Participation and Chronic Absenteeism Rates.

Audeo 2's instructional staff, including Teachers, Certificated Teacher Resources (CTRs), and Education Specialists provide distance learning instructional sessions to individual student groups, including low-income, English Learners and Students with Disabilities. These tutoring sessions help increase student engagement in the curriculum, build academic skills and confidence, and demonstrate how to use distance learning tools/resources to assist them in their studies. As outlined in the Learning Continuity and Attendance Plan, the School has prioritized the educational needs of English Learners and Students with Disabilities during distance learning. English Learners have been provided both Integrated and Designated ELD, aligned to the School's English Learner Plan. Lastly, the Special Education Coordinator along with education specialists have worked collaboratively to ensure that all Students with Disabilities are receiving a free and appropriate (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids as outlined in each student's IEP.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers and Certificated Teacher Resources (CTRs) to evaluate pupil learning loss by utilizing the Data Integration System	$157,819	$164,776	Yes
School Coordinators to support the implementation of the Data Integration System and design protocols for teachers to continually evaluate student learning using both formative and summative assessments to inform instructional strategies with special emphasis on student group achievement and English Language Development	$10,941	$11,615	Yes
NWEA- assessment program to measure student academic levels in Reading, Language, and Mathematics in the Fall and Spring semesters	$2,674	$1,472	Yes
Achieve 3000- educational program designed to improve student literacy skills for English Learners and Struggling Readers	$3,559	$5,075	Yes
Edgenuity MyPath- educational intervention program that offers data-driven differentiated instruction in Mathematics and English Language Arts	$2,445	$1,834	Yes
Illuminate- online instructional database that school staff use to assess student learning and analyze achievement	$1,758	$1,387	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The School utilizes a Data Integration System to monitor what students are learning and where they need additional support. This Data Integration System is comprised of multiple formative and summative assessment tools which are administered to students throughout the school year. At the beginning of the school year, all students were given a Reading, Language, and Mathematics initial diagnostic assessment, Measures of Academic Progress by NWEA. While some students completed the assessment on-site, the majority of students completed it remotely via a Secure Browser at home. At the end of the testing window, teachers shared individual scores with students and parents in private virtual conferences and discussed/identified spring academic goals. Teachers collaborated with School Coordinators to determine how to accelerate learning for students scoring below grade level such as assigning Achieve3000 for ELA and Edgenuity MyPath for Mathematics. Students will take a post-assessment from March-April 2021 to measure student growth over time.

Students in grades 6-8 and 11 completed the Smarter Balanced Interim Assessments from November-December 2020 for ELA and Mathematics. Teachers administered this assessment remotely via a secure browser to students at home. The Average Distance from Standard for ELA and Math was +8 points and -28 points, respectively. Instructional staff utilized Illuminate to analyze results by school, resource center, teacher, grade level, and student group. Data analysis is ongoing, collaborative and happens at multiple venues, including Leadership Team Meetings, Instructional Meetings, Resource Center Meetings, Altus University Sessions, and Curriculum Department Meetings.

A variety of formative assessments are embedded into the School's curriculum, including writing assignments, quizzes, virtual labs, presentations and end of course exams. The School's Curriculum Departments have also designed and integrated into the curriculum, Illuminate Learning Checks, that assess student mastery of key standards and topics. Formative assessments are also used during virtual tutoring sessions and include verbal checks for comprehension, peer discussion, journaling, exit slips, and projects. These formative assessment practices provide teachers with timely and ongoing feedback on student learning.

Audeo 2 have continuously assessed student English Language Development (ELD). The School is administering the Summative English Language Proficiency Assessment for California (ELPAC) to all English Learners from February-May 2021. Additionally, students are regularly assessed on their language proficiency in Reading, Writing, Listening, and Speaking through activities integrated into the core curriculum. Virtual Designated ELD sessions continue to be offered to English Learners to teach content and provide additional listening and speaking exercises. In this setting, students interact with peers, build interpersonal skills, and get immediate feedback and coaching from their teacher. Teachers continue to work closely with School Coordinators to determine how and when to use Integrated and/or Designated ELD based upon student progress and achievement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Throughout the COVID-19 emergency, the mental health and social and emotional well-being of the School community has been a top priority. The School has developed and implemented a crisis response system which is sensitive to the emotional needs of students, family members and staff. A key component of the crisis response system is the strong school-to-home relationships, centered on trust and two-way communication. This strong relationship is made possible by staff staying in regular communication with students and family members by the use of secure text messages, emails, video conferences, phone calls, and home visits that focus on social-emotional needs.

To support the social-emotional learning needs of students, Audeo 2 has provided a series of live, interactive broadcasts for students, called Resilience in Student Education (RISE). RISE sessions are aligned to Social and Emotional Core Competencies and are designed to build student capacity on completing daily tasks and overcome challenges. While all students can attend RISE sessions, teachers identify and refer students to attend based upon their individual academic, behavioral, and social-emotional needs.

The School was able to provide the Youth Mental Health First Aid Training (YMHFAT) to instructional staff through AU in the Cloud. This certification program provides instructional staff with a framework of how to support youth developing signs and symptoms of mental health challenges. All new teachers complete YMHFAT during their first year of employment. When teachers identify warning signs of potential mental health challenges, they collaborate with the school social worker, school nurses, and school psychologist to determine and construct a support plan the student and family. The School has several community-based partners who provide students and families with education, resources, services and supports in the Resource Center and at neighborhood locations.

Audeo 2 continues to offer a Character and Leadership Development (CLD) Program to all students who are interested. CLD students meet virtually with their assigned coach and peers weekly to participate in small group activities that promote overall health and wellness. Students who participate in CLD sessions report that the program has helped develop their communication skills and academic confidence. For these reasons, instructional staff continue to recruit and conduct outreach to students who can benefit from the CLD Program.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The School's strong school-to-home partnership is a key pillar of the Pathways Personalized Education Plan (PPEP). Teachers and education specialists are in regular communication with their students and families regarding course progress, assignment grades, tutoring support opportunities, and available curriculum resources and tools. Based upon the 2021 Parent LCAP Survey, 98% of parents report high levels of satisfaction with their child's teacher availability to discuss learning expectations and academic progress.

The School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs. This information is provided to families through Blackboard email notifications, school website, and Family Learning Series. The Family Learning Series are live trainings designed to educate parents and caregivers on the academic, physical, mental, and social-emotional services and supports available.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The School continues to partner with the San Diego Food Bank to provide Grab and Go Meals to students and family members throughout the week. Grab and Go food bags are filled with a variety of canned food, pasta, pasta sauce, quinoa, rice, fruit cups, and juice boxes. Families have received ongoing notifications regarding the Grab and Go Meal Program from their child's teacher and Blackboard email notifications in both English and Spanish. The School also hired an Equity and Inclusion Officer in Fall 2020 to ensure that the physical needs of low-income, English Learners, and Homeless and Foster Youth are being met.

The School website is also updated regularly to include community-based food resources for families. This information includes the San Diego Food Bank and Feeding San Diego neighborhood distribution locations. Students who returned to the School's Resource Centers in October 2020 have been provided with meals that they can eat on-site or take home.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Learning	Microsoft 365 licenses for students and families to communicate via Outlook and Teams with teachers	$5,266	$6,936	No
Continuity of Learning	Technology services- configuration of Chromebooks and hotspots for student educational use, including repairs and troubleshooting services	$4,211	$4,179	Yes
Continuity of Learning	Curriculum and Professional Development Coordinator, Technology Integration Learning Lead and Math Specialists to facilitate professional learning opportunities for all staff	$9,938	$10,902	Yes
Continuity of Learning	School clerks to support with the enrollment of new students and attendance reporting	$105,491	$117,800	No
Mental Health and Social and Emotional Well-Being	School Nurse, Social Worker, School Psychologists to support the needs of students and staff	$18,532	$22,345	No
Mental Health and Social and Emotional Well-Being	Educationally Related Mental Health Services (ERMHS) to support student academic progress related to an IEP	$72,105	$67,877	No
School Nutrition	Food services support personnel and non-reusable supplies needed for the Grab & Go Meal Program	$16,032	$11,082	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Audeo 2 Charter School (Audeo 2) has remained focused on providing a personalized educational program that meets the needs of all students. The School has worked tirelessly to ensure students are meeting academic standards and are prepared for graduation and post-secondary choices. Audeo 2's key process, the Pathways Personalized Education Plan (PPEP), coupled with the Multi-Tiered System of Support (MTSS) framework, provides instructional staff with a systematic approach to meet and respond to the academic, physical, social-emotional, and behavior needs of students. Throughout the COVID-19 emergency, School staff have continued to monitor and measure student engagement and achievement indicators which are published in Monthly Storybook reports.

As school stakeholders plan for the next school year, there is consensus that the goals and actions integrated into the 2021-2024 LCAP will need to address the following elements:

- Utilize Instructional strategies that meet the unique learning demands and needs of all students, which special emphasis on the lowest-achieving student groups.
- Enhance the school Curriculum so that it is standards aligned, culturally proficient, and preparing students for post-secondary career pathways.
- Maintain a Professional Learning System that is responsive to the needs of school staff and increases teacher effectiveness.
- Provide a safe and supportive school environment as more students begin attending in-person instruction.
- Provide community-based Resource Centers to serve and engage students and family members.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Throughout the 2020-2021 school year, the School has utilized a Data Integration System to monitor, measure and respond to student learning. This Data Integration System includes both formative and summative assessments which are integrated into the core curriculum, Smarter Balanced Interim and Summative Assessments to gauge student mastery of grade level ELA and Mathematics standards and key claims, and Measures of Academic Progress by NWEA that measure student growth over time in Reading, Language Usage, and Math. Additionally, the School will administer the Initial and Summative ELPAC to new students and classified English Learners to measure Reading, Writing, Speaking, and Listening skills. The School has established clear protocols on how instructional staff disseminate student results to families and instructional practices that accelerate learning for those students who score below grade level or expected standards. Instructional staff will continue to receive professional learning through Altus University on how to administer key assessments, conduct data analysis, and implement instructional strategies and curriculum resources focused

on closing performance gaps for the lowest achieving students. School stakeholders are confident that this Data Integration System will be successful in addressing the needs of students in future school years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Audeo 2 stakeholders and school groups have monitored the effectiveness of the targeted actions and services provided to Low-Income, English Learners, and Foster Youth. All targeted actions and services have been implemented and meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Throughout the COVID-19 emergency, Audeo 2 has been able to meet the unique needs of students and parents by offering an individualized learning experience. From March 2020, school staff have been in regular communication with students and family members through virtual conferences, secure text messages, voice phone calls, emails, and home visits. Teachers have continued to assign student coursework, evaluate completed assignments, and issue course credit. This has allowed students to progress to the next grade level, meet graduation requirements and transition to post-secondary college or career pathways.

Additionally, the School has deployed multiple surveys, including a Family Needs Assessment, Distance Learning Satisfaction, and LCAP Engagement. By surveying students and parents regularly, staff has been able to adjust distance learning approaches and provide targeted support to those families in need of academic, physical, and mental health resources. School staff is also engaged regularly at Instructional Meetings, Resource Center Meetings, School Site Council, and ELAC to understand their key requirements and evaluate school programs. By engaging all school stakeholders, the following school services and supports will need to be integrated into the 2021-2024 LCAP:

- The Pathways Personalized Education Plan (PPEP) continues to be the School's key process.
- MTSS framework is effective in meeting and responding to the educational needs of students.
- Continue to secure a school Chromebook and internet hotspot fleet for those students in need of home technology.
- Provide bus passes to qualifying students who need transportation to and from school

- Utilize the School's Data Integration System (Naviance, Measures of Academic Progress by NWEA, and Illuminate) to monitor student learning and report individual student results to parents.
- Provide a variety of professional learning sessions for teachers, including LEC, WRITE, AVID and YMHFA Training.
- Continue the curriculum review and development process focused on standards alignment, multicultural, and college/career preparedness.
- Enhance the School's Healthy Youth Department to include therapists that can provide one-on-one and small group counseling.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 II	Veronica Ballman School Coordinator	vballman@audeo2.com (858) 678-2050

Plan Summary: 2021-2022

General Information

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

In July 2016, the State Board of Education approved Audeo Charter School II (Audeo II) as a free public-school option for students in grades K-12. Audeo II was created to replicate Audeo Charter School, a successful independent study academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway.

Audeo II is an independent study program that transforms students into self-motivated, self-disciplined, and accountable learners. Teachers actively engage and support students along the way, providing enrichment and one-on-one tutoring as needed. Audeo II offers students an alternative to the traditional school setting. Resource Centers provide a safe and supportive environment that is centered on teaching and conducive to learning, a flexible schedule, and an around-the-year calendar to better serve student needs. To maximize student focus and ensure mastery of content while studying an academically rigorous curriculum, Audeo II students are assigned only one or two subjects/courses per learning period.

The goal for every student is their mastery of state standards, as well as a successful transition from high school to their post-secondary choice. This mastery and successful transition are accomplished through the School's 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 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

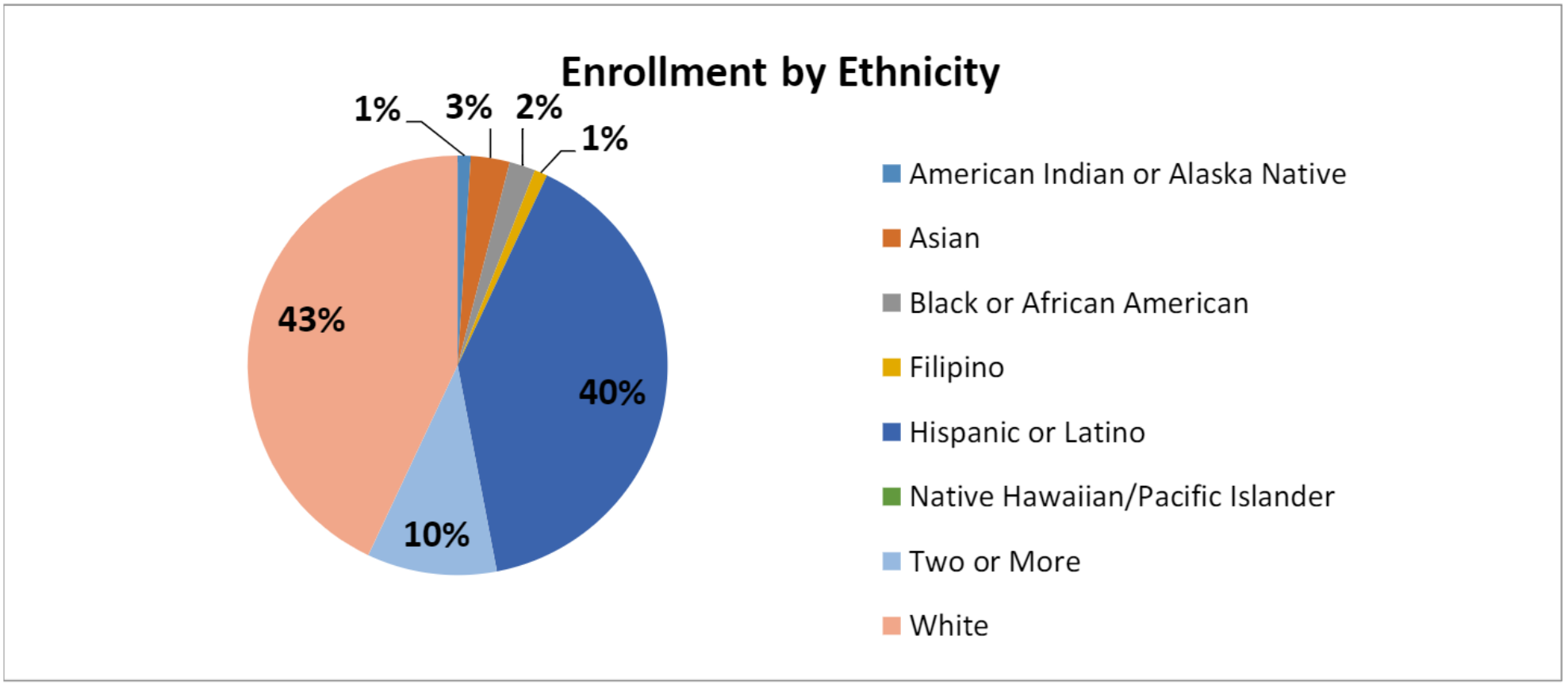
j) Students with a high-level transiency

k) Foster youth

l) Homeless youth

In February 2021, Audeo II had a total enrollment of 298 students. Of these 298 students, 45% were Socioeconomically Disadvantaged, 20% were Students with Disabilities, 4% were English Learners, 4% were Homeless, and 0.7% were Foster Youth.

In addition, of these 298 students, 40% were Hispanic, 43% were White, and 2% were Black or African American. 15% of students were other ethnicities. See the Enrollment by Ethnicity graphic below.



Reflections: Successes

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

Audeo II 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.

School stakeholders are also satisfied with the strong School-to-Home Partnership that has remained intact during distance learning. 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 7, 2021):

Teacher Availability and Communication:

- 97% of parents report high levels of satisfaction with their child's teacher's availability and communication.
- 97% of students report high levels of satisfaction with their teacher's availability and communication.

Educational Needs:

- 99% of parents report that their child's teacher is meeting their needs.
- 100% of students report that their teacher is meeting their needs.

School Safety:

- 97% of parents report that they feel their child is safe at school.
- 97% of students report that they feel safe at the Resource Center.

Educational Program:

- 98% of parents report high levels of satisfaction with the school.
- 97% 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 II's Cumulative Participation Rate for the school year is 88.8% which is exceeding their locally set target of 84% by 4.8%. he 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	90	57	63.3%
English Learners	6	*	*
Foster Youth	2	*	*
Homeless	3	*	*
Socioeconomically Disadvantaged	47	27	57.4%
Students with Disabilities	16	10	62.5%
African American	2	*	*
Asian	3	*	*
Hispanic	38	20	52.6%
White	36	25	69.4%
Two or More Races	11	9	81.8%

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 II was able to successfully graduate 57 students during the 2019-2020 school year, which is considered a 63.3% 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 II will remain committed to improving the Graduation Rate for All Students and closing performance gaps for Low Income, Students with Disabilities, and Hispanic students. 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 II's 2019 Chronic Absenteeism rate for All Students (grades k-8) was 32%. This was a 4.4% increase from the prior year.

In 2019, All Students who completed the **English Language Arts Summative SBA** scored 2 points below standard. This was a 2.5 points improvement from the prior year for All Students. SED students scored 23.7 points below standard.

In 2019, All Students who completed the **Mathematics Summative SBA** scored 82.6 points below standard. This was a 15.4 point decline from the prior year. Hispanic students scored 77.3 points below standard which was an 11.3 point improvement from the prior year. 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, 71% 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 Very High progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, the school will be able to maintain a Medium progress level, which is 45% to less than 55%.

According to the 2019 California School Dashboard, 12.6% of Audeo II graduates met 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 II 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 <u>All Students</u>:

- 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
- Learning Leads 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 <u>All Students</u>:

- 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 <u>All Students</u>:

- 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)
- Learning Leads 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 <u>All Students</u>:

- 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 <u>All Students</u>:

- 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 Charter School II (Audeo II) is 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.

Audeo II qualifies for CSI based upon the 2018 and 2019 School Dashboard Graduation Rate Indicator.

The California Department of Education (CDE) has identified Audeo II as **Dashboard Alternative School Status** (DASS). To be eligible for 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. While DASS schools are held accountable for all state indicators reported in the School Dashboard, there are 'modified methods' used to fairly evaluate the success and progress of alternative schools that serve high-risk students. The CDE concluded that the combined four- and five-year graduation rate does not appropriately evaluate DASS schools, because they serve highly mobile and credit-deficient students. As a result, DASS schools have a modified method for calculating the Graduation Rate Indicator: One-Year DASS Graduation Rate.

Audeo II partnered with stakeholders, including teachers, staff, students, parents, and family members to develop the CSI Plan. Meaningful stakeholder feedback was collected through multiple collaborative settings including, conversations, surveys, school events, meetings and trainings. Next, results were collected, organized, and analyzed by the School to determine the educational needs of all students and formulate program goals, services and allocation of resources. Additionally, stakeholder involvement contributes to the CSI Plan 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.

Stakeholders participated in a **Needs Assessment** which considers the needs of students who are failing, or at risk of failing, to meet state academic standards. Stakeholder groups followed an **Improvement Science Protocol** to determine achievement gaps, focused on the current state of graduation rates and the School's ideal rates of growth. Stakeholders analyzed a variety of data and information related to student engagement and achievement, including all School Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed **Resource Allocation** by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. **Therefore, no resource inequities**

were identified. There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students.

Audeo II utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. This continuous improvement framework is essential to sustained program improvement. There are five fundamentals steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, stakeholders engage in evidence-based decision making and reflection. Audeo II stakeholders followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and stakeholders investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

a) On average, grade 12 students enroll below grade level in ELA and Mathematics skills.

b) Historically, grade 12 students exceed the expected enrollment time in Math and Pathways Exhibition courses, which are part of the graduation requirements.

c) Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum.

d) Grade 12 students need additional, targeted counseling to ensure that they are ready for college/career pathways.

e) Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence-based, and address the School's need to increase Graduation Rate. Audeo II has implemented the following evidence-based actions and interventions to increase Graduation Rate:

1) Design and develop an Early College Credit Program that allows high school students to take college courses and earn college credits while attending high school. The School will partner with local community colleges to support students who are underrepresented in higher education, to increase college access. The Early College Credit Program will be free to increase the number of low socioeconomic status students who can attend and complete college.

2) Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.

3) Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

4) Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.

5) Math specialists to coach teachers and provide high-quality, school-based professional development.

6) Continue to provide increased ELA and Math tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.

7) Continue to provide additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.

8) Continue to offer social-emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.

9) Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.

10) Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.

11) Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify at-risk students and then collaborate to implement increased and targeted intervention.

Monitoring and Evaluating Effectiveness

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

Audeo II's One-Year Graduation Rate for the 2019-2020 school year was 63.3%. Audeo II aims to increase the Graduation Rate for All Students and Students Groups by 3% from the prior school year or exceed a status level of 80%.

Audeo II continues to use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. School stakeholders, including teachers, staff, students, parents, and family members will monitor and evaluate the effectiveness of the CSI Plan. To ensure continuous improvement, school stakeholders will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. School stakeholders will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

School Data Department:

a) Publish a monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.

b) Provide teachers, counselors, and instructional leaders with a quarterly SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

School Curriculum Department:

a) Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership Team:

a) Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

Instructional Leaders:

a) Meet with all teachers in July 2021, October 2021, and January 2022 to review individual student progress towards graduation.

b) Conduct grade 12 tutoring session observations, September 2021 to April 2022, to ensure teachers are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

School Counselors:

a) Meet weekly with instructional leaders to discuss and collaborate on students identified as at-risk.

b) Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.

c) Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

Teachers:

a) Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

Stakeholder Engagement

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

Audeo II has partnered with stakeholders to develop the 2021-2022 LCAP which is focused on improving student outcomes. Audeo II 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 II 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 II 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 Leadership Members and Staff
Date: December 3, 2020
Involvement Method: Executive Safety Committee Meeting

Stakeholder Type: School Board and Community
Date: December 10, 2020
Involvement Method: Special Board 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 II'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 II is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo II credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo II 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
Graduation Rate: Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	SY: 2019-2020 All Students: 63.3% ELs: N/A SED: 57.4% SWDs: 62.5%				SY: 2023-2024 All Students: 72.3% ELs: N/A SED: 68% SWDs: 71.5%
Chronic Absenteeism Rate: Less than 10% Status Level or decrease 3% from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 32% ELs: N/A SED: 31.4% SWDs: 30.8%				SY: 2023-2024 All Students: 23% ELs: N/A SED: 22.4% SWDs: 21.8%
Smarter Balanced English Language Arts Summative Assessments: Average Distance from Standard is greater than -5.1 or increase by 3 points from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 2 points below standard ELs: N/A SED: 23.7 points below standard SWDs: N/A				SY: 2023-2024 All Students: -5.1 points below standard ELs: N/A SED: 14.7 points below standard 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 Mathematics Summative Assessments: Average Distance from Standard is greater than -25.1 or increase by 3 points from prior year for All Students and Student Groups	SY: 2018-2019 All Students: 82.6 points below standard ELs: N/A SED: 91.8 points below standard SWDs: N/A				SY: 2023-2024 All Students: 73.6 points below standard ELs: N/A SED: 82.8 points below standard SWDs: N/A
English Learner Progress Indicator: More than 45% of English Learners are making progress towards English Language proficiency	SY: 2018-2019 71% of ELs are making progress towards English Language proficiency				SY: 2023-2024 Outcome: 45% of English Learns 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 Reading growth target	SY: 2018-2019 All Students: 77% ELs: 75% SED: 84% SWDs: 79%				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 Language growth target	SY: 2018-2019 All Students: 82% ELs: 88% SED: 86% SWDs: 80%				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 Mathematics growth target	SY: 2018-2019 All Students: 71% ELs: 70% SED: 64% SWDs: 63%				SY: 2023-2024 All Students: 60% ELs: 60% SED: 60% SWDs: 60%
Cumulative Student Participation Rate will exceed 84% for All Students and Student Groups	SY: 2020-2021 (As of March 5, 2021) All Students: 88.8% ELs: 89.9% SED: 84.8% SWDs: 84.5%				SY: 2023-2024 All Students: 84% ELs: 84% SED: 84% SWDs: 84%
Student Confidence Survey: 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: 97%				SY: 2023-2024 All Students: 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Cycle of Assessments for All Students	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.	$3000	No
Action 2	Evaluate English Language Proficiency for English Learners	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.	$24,481	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Academic Instruction and Support for All Students	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.	$768,018	No

Action #	Title	Description	Total Funds	Contributing
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	a) School coordinators 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.	$148,179	Yes
Action 5	Academic Instruction and Support for Students with Disabilities	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.	$497,163	No
Action 6	Academic Instruction and Support for Grade 12 Students (CSI)	a) Provide additional ELA and Math coaching and tutoring for students in grade 12 to increase progress and completion rates. b) Certificated Teacher Resources (CTRs) to provide targeted tutoring support to increase progress and completion rates for required coursework for graduation. c) Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.	$102,032	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for All Students	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 Achive3000) 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.	$24,486	No
Action 8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	a) School coordinators 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.	$185,311	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 II 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%
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: 57 assigned AP Courses YTD				SY: 2023-2024 Outcome: 65 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: 7 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	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.	$174,966	No
Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	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 Leaners, 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.	$1,716	Yes

Action #	Title	Description	Total Funds	Contributing
Action 3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	a) Provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum and support participation in distance learning tutorials.	$10,923	No
Action 4	Pathways and College/Career Readiness for All Students	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.	$212,094	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
90% of teachers will participate in at least 10 hours of annual math professional development	SY: 2020-2021 This is a new metric and the baseline is not yet available				SY: 2023-2024 Outcome: 90% of teachers
English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Instruction, and Curriculum	SY: 2020-2021 (As of April 20, 2021) Outcome: 10 ELAD trainings				SY: 2023-2024 Outcome: Six annual ELAD trainings
90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	SY: 2020-2021 This is a new metric and the baseline is not yet available				SY: 2023-2024 Outcome: 90% of instructional staff have completed LEC
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	SY: 2020-2021 (As of April 22, 2021) Outcome: 97% of staff				SY: 2023-2024 Outcome: 90% of staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo II	SY: 2020-2021 (As of May 7, 2021) Outcome: 96% of students				SY: 2023-2024 Outcome: 90% of students
90% of parents surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo II	SY: 2020-2021 (As of May 7, 2021) Outcome: 98% 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	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.	$36,721	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	a) Provide training on ELPAC administration to teachers, along with data analysis sessions led by the Assessment Coordinator, School coordinators, 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).	$4,586	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 Suspension Rate 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 Expulsion Rate 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 School Safety satisfaction	SY: 2020-2021 (As of May 7, 2021) Outcome: 97% of students				SY: 2023-2024 Outcome: More than 90% of students
More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	SY: 2020-2021 (As of May 7, 2021) Outcome: 97% of parents				SY: 2023-2024 Outcome: More than 90% of parents
Maintain a School Safety Plan 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	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.	$48,150	No
Action 2	Social, Emotional and Behavioral Support Systems for All Students	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.	$56,579	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	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.	$6,000	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 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: 27 partnerships				SY: 2023-2024 Outcome: 30 partnerships
Receive school facility repair and technology status of “Good” or “Exemplary”	SY: 2020-2021 Outcome: Exemplary facility status				SY: 2023-2024 Outcome: Good or 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				SY: 2023-2024 Outcome: Six Family Learning Series Trainings
90% of parents will report that Resource Centers provide innovative learning opportunities for students	SY: 2020-2021 (As of May 7, 2021) Outcome: 95% of parents				SY: 2023-2024 Outcome: More than 90%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Engagement Opportunities for All Students	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.	$509,616	No
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	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.	$1,200	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
9.5%	$285,791

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 II has an enrollment of unduplicated pupils which exceeds 47% 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 II 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, Learning Leads, 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 coordinators 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 coordinators 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 II 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 II 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 II 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 II can reengage and help students meet academic goals. Those are the educational pillars of the School's 2021-2022 LCAP.

Audeo II's percentage to increase or improve services for unduplicated students is 9.5% and the estimated increased apportionment is $285,791. Audeo II recognize 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 II 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 II 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 II 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 II is committed to removing potential educational barriers for unduplicated students. As a result, Audeo II 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 II'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	$ 1,759,802	$ 690,319	$ -	$ 369,100	2,819,222	$ 2,225,347	$ 593,876

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	$ 3,000				$ 3,000
1	2	Evaluate English Language Proficiency for English Learners	English Learners	$ 44,481				$ 44,481
1	3	Academic Instruction and Support for All Students	All	$ 539,851	$ 208,167			$ 748,018
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	$ 69,999			$ 78,180	$ 148,179
1	5	Academic Instruction and Support for Students with Disabilities	SWD		$ 466,663		$ 30,500	$ 497,163
1	6	Academic Instruction and Support for Grade 12 Students (CSI)	Grade 12 Students	$ 72,131			$ 29,901	$ 102,032
1	7	Systematic Monitoring of Academic Performance for All Students	All	$ 28,486				$ 28,486
1	8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	$ 185,311				$ 185,311
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	$ 159,476	$ 15,490			$ 174,966
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income				$ 1,716	$ 1,716
2	3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	Grade 12 Students				$ 10,923	$ 10,923
2	4	Pathways and College/Career Readiness for All Students	All				$ 212,094	$ 212,094
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	$ 36,721				$ 36,721
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth				$ 4,586	$ 4,586
4	1	Safe and Supportive School for All Students	All	$ 48,150				$ 48,150
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	$ 56,579				$ 56,579
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	$ 6,000				$ 6,000
5	1	Engagement Opportunities for All Students	All	$ 509,616				$ 509,616
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth				$ 1,200	$ 1,200

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 305,791	$ 391,473
LEA-wide Total:	$ -	$ -
Limited Total:	$ 305,791	$ 391,473
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	$ 3,000	$ 3,000	No
1	2	Evaluate English Language Proficiency for English Learners	Limited	English Learners	All	$ 44,481	$ 44,481	Yes
1	3	Academic Instruction and Support for All Students	Schoolwide		All	$ 539,851	$ 748,018	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	$ 69,999	$ 148,179	Yes
1	5	Academic Instruction and Support for Students with Disabilities	Limited		All		$ 497,163	No
1	6	Academic Instruction and Support for Grade 12 Students (CSI)	Limited		Grade 12 Students	$ 72,131	$ 102,032	No
1	7	Systematic Monitoring of Academic Performance for All Students	LEA-Wide		All	$ 28,486	$ 28,486	No
1	8	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 185,311	$ 185,311	Yes
2	1	Standards Aligned Course of Study and Curriculum for All Students	LEA-Wide		All	$ 159,476	$ 174,966	No
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Limited	English Learners & Low-Income	All		$ 1,716	Yes
2	3	Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI)	Limited		Grade 12 Students		$ 10,923	No
2	4	Pathways and College/Career Readiness for All Students	LEA-Wide		All		$ 212,094	No
3	1	Professional Development Focused on Improving Academic Performance for All Students	LEA-Wide		All	$ 36,721	$ 36,721	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		$ 4,586	Yes
4	1	Safe and Supportive School for All Students	LEA-Wide		All	$ 48,150	$ 48,150	No
4	2	Social, Emotional and Behavioral Support Systems for All Students	LEA-Wide		All	$ 56,579	$ 56,579	No
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Limited	Low-Income & Foster Youth	All	$ 6,000	$ 6,000	Yes
5	1	Engagement Opportunities for All Students	LEA-Wide		All	$ 509,616	$ 509,616	No
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Limited	English Learners, Low-Income & Foster Youth	All		$ 1,200	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.