

LCFF Budget Overview for Parents

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

CDS Code: 33103300140780

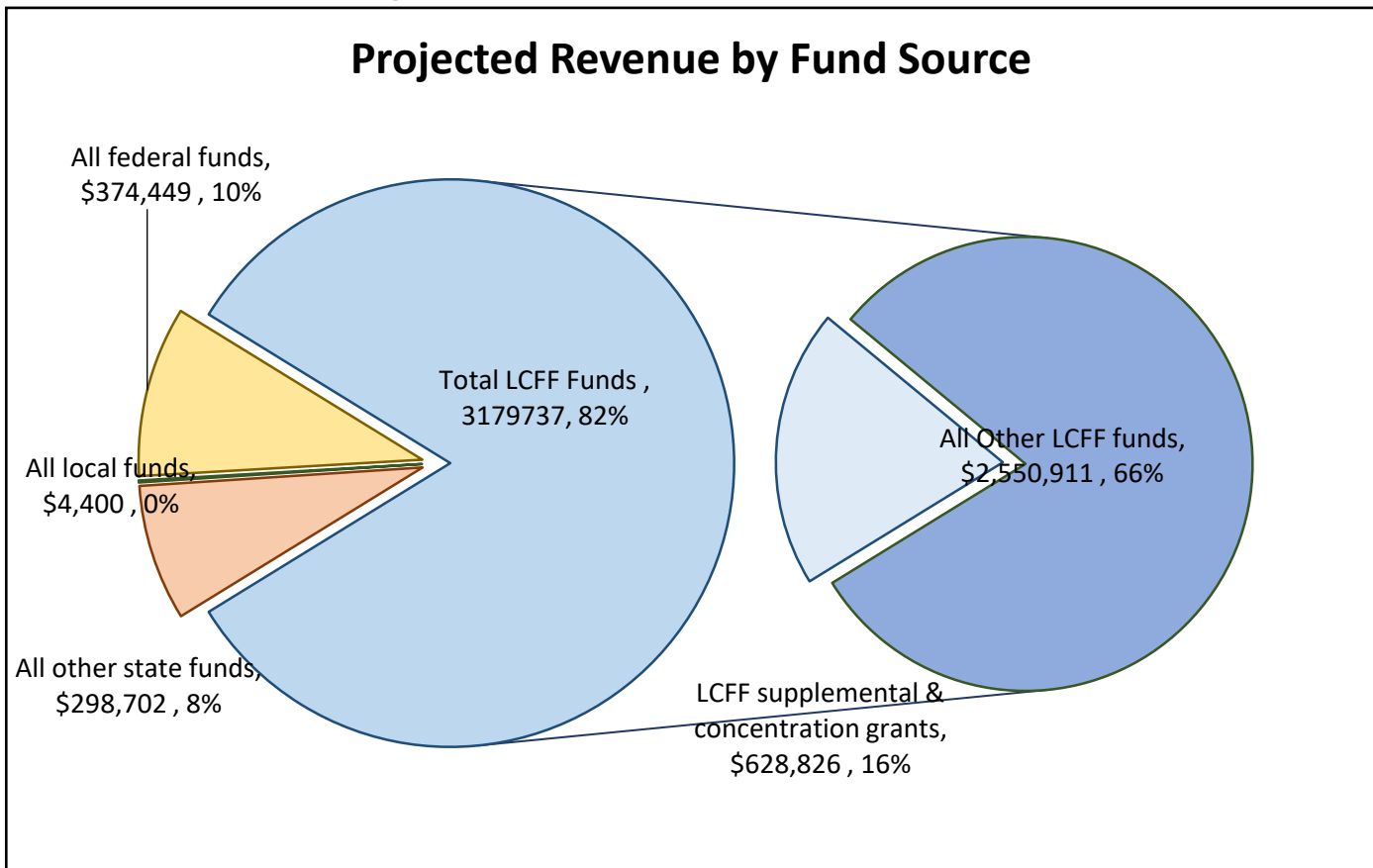
School Year: 2022 – 23

LEA contact information: Sharnita Moore, Ph: (951) 247-6646, Email: smoore@audeovalley.com

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 2022 – 23 School Year

Projected Revenue by Fund Source

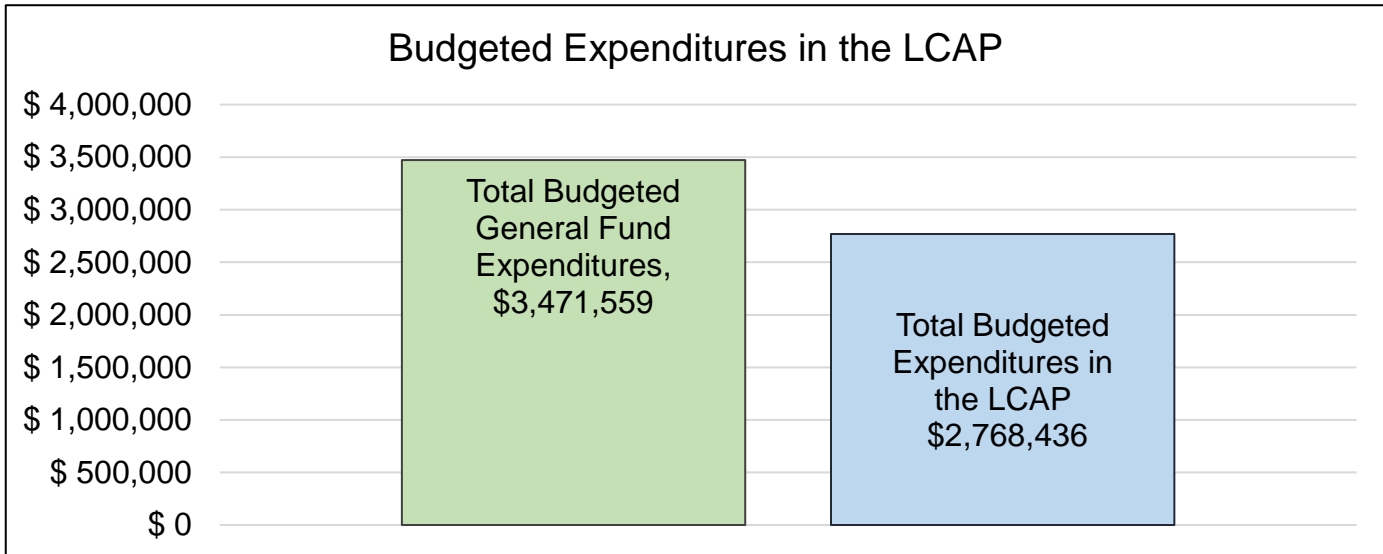


This chart shows the total general purpose revenue Audeo Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Valley Charter School is \$3,857,288.00, of which \$3,179,737.00 is Local Control Funding Formula (LCFF), \$298,702.00 is other state funds, \$4,400.00 is local funds, and \$374,449.00 is federal funds. Of the \$3,179,737.00 in LCFF Funds, \$628,826.00 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 Valley Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Audeo Valley Charter School plans to spend \$3,471,559.00 for the 2022 – 23 school year. Of that amount, \$2,768,436.00 is tied to actions/services in the LCAP and \$703,123.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

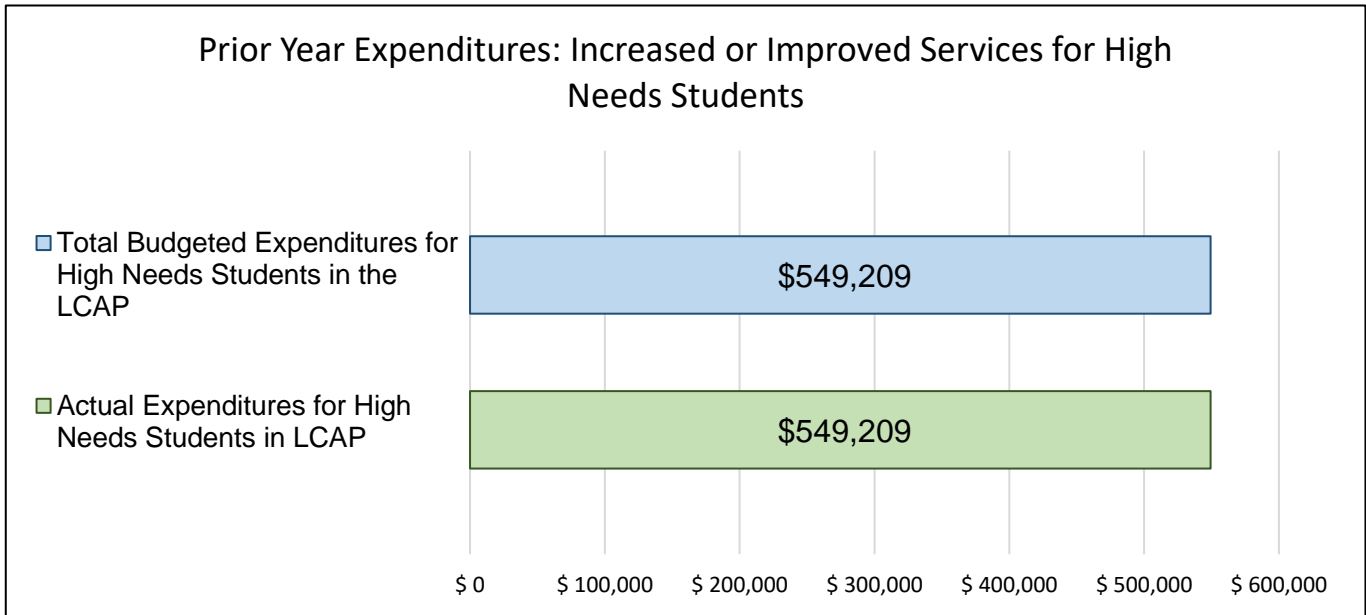
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Audeo Valley Charter School is projecting it will receive \$628,826.00 based on the enrollment of foster youth, English learner, and low-income students. Audeo Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Audeo Valley Charter School plans to spend \$638,895.00 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 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Audeo Valley Charter School's LCAP budgeted \$549,209.00 for planned actions to increase or improve services for high needs students. Audeo Valley Charter School actually spent \$549,209.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Valley Charter School	Sharnita Moore School Coordinator	Email: smoore@audeovalley.com Phone: (951) 247-6646

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Valley Charter School (Audeo Valley) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Audeo Valley belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of resources, parent materials, and services to encourage parent outreach activities. Audeo Valley staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated \$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo Valley worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Audeo Valley Charter School (Audeo Valley) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo Valley, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, Audeo Valley has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. Audeo Valley's Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder

of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Valley Charter School (Audeo Valley) is planning to receive one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). Because Audeo Valley is in its first year of operation, it is only eligible for to receive ESSER III funds which are intended to support recovery from the COVID-19 pandemic and is ineligible for ESSER II funds. Audeo Valley deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and supports based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo Valley deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo Valley commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo Valley staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo Valley staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new

upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

An ESSER III Expenditure Plan will be developed once Audeo Valley has completed the eligibility requirements of the grant. This includes submitting assurances (completed November 2021) and fully approval of its Federal Addendum by the CDE (in process). The plan will address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan will be presented and made available to educational partners at a regularly scheduled board meeting after the plan's completion. Upon approval by the board, the expenditure plan will be made available on the school website at <https://audeovalley.com/public-notices/>.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo Valley with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The draft expenditure plan includes strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses. Some activities that will be charged to ESSER III funds upon the approval of the draft plan are detailed below.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo Valley was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since it began operations in July 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the Riverside County Office of Education (RCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo Valley entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at the site. These air filters scrub 700 square feet of air every 30 minutes, and will receive one or more filters based on the square footage.

To address the loss of instructional time, Audeo Valley planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an

area of focus.

Our draft ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo Valley struggles with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Audeo Valley has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo Valley recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems (CKMS) allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo Valley invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students’ Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo Valley has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo Valley continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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 Valley Charter School	Sharnita Moore School Coordinator	smoore@audeovalley.com (951) 247-6646

Plan Summary: 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2021, Audeo Valley Charter School (Audeo Valley) was authorized by the Riverside County Office of Education as a free public-school option serving students in grades 6-12. Audeo Valley’s first year of operation was 2021-22. Previously, the Moreno Valley Resource Center had been successfully operated by Audeo Charter School since 2012. Audeo Valley is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

Audeo Valley received Initial Accreditation Status by WASC through June 30, 2025. Audeo Valley operates one neighborhood resource center in Moreno Valley. Students and families visit this neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free and safe environment. Audeo Valley is a non-classroom based, independent study program.

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

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

Our school’s standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo Valley are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture

that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

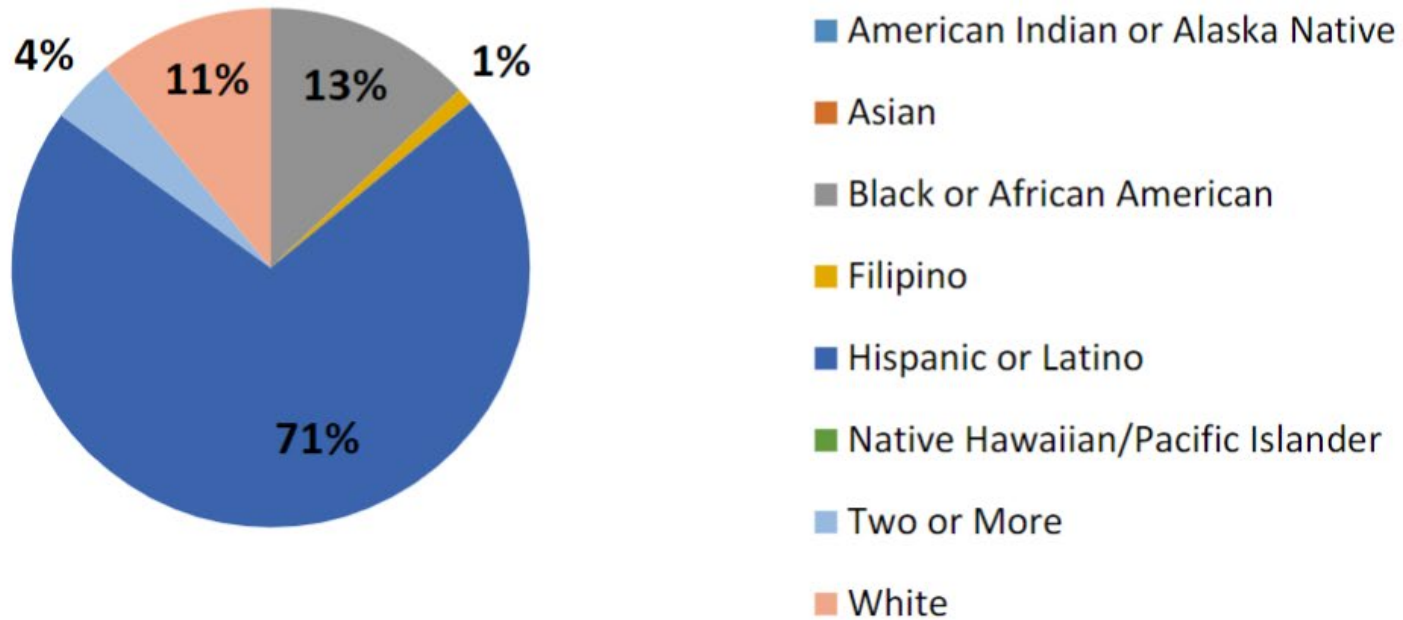
Based upon historical enrollment data and trends at the Moreno Valley Resource Center, the school intends to seek identification by California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the School's 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 April 2022, Audeo Valley had a total enrollment of 273 students. Of these 273 students, 74% were Socioeconomically Disadvantaged, 17% were Students with Disabilities, 4% were GATE, 9% were English Learners, 1% were Homeless, and 0.4% were Foster Youth.

In addition, of these 273 students, 71% were Hispanic, 11% were White and 13% Black or African American. 5% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.

Enrollment by Ethnicity



Reflections: Successes

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

The 2021-2022 school year is Audeo Valley's first year of operation, therefore there is no dashboard data yet for this release year. The following information is projected local data for the 2021-22 school year.

Audeo Valley's Educational Partners are 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). A PPEP was created for each student this school year, then 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 Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Audeo Valley offers as they look for a new approach to learning and the ability to graduate on time.

As of January 2022, the projected Graduation Rate for All Students was 87.9%. This is 7.9% greater than the 80% desired outcome for this school year. The school also significantly exceeds the desired outcomes for each of the student groups, including Hispanic, White, African American, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged. Audeo Valley's Educational Partners are pleased with this positive projection and they believe that the school can maintain this high graduation rate. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2022-23 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Audeo Valley will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

The School surveyed students and parents throughout the school year to ensure a strong School-to-Home Partnership. 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 April 2022).

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:

- 96% of parents report high levels of satisfaction with the school.
- 100% of students report high levels of satisfaction with the school.

Audeo Valley's educational partners believe that the School has successfully maintained student engagement during its first year as its own school by providing students with synchronous one-on-one academic tutoring, small group instruction, and access to teachers' virtual office hours. Instructional staff stay 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. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate (data as of April 2022).

Student Confidence Survey:

- 98% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Audeo Valley.

Cumulative Participation Rate:

- 93.6%, which exceeds the school's locally set target of 84% by 9.6%. Significant student groups, including Hispanic or Latino, White, Black or African American, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2022-2023 school year 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.

As the 2021-2022 school year is Audeo Valley's first year of operation, there is no dashboard data yet for this release year. The following information is projected local data for the 2021-22 school year.

Audeo Valley's **Chronic Absenteeism** rate for all Students (grades 6-8) was 7.4% which is less than the 10% Status Level target for all students and student groups. However, there is one group that did not meet the <10% target: Students with Disabilities (14.3%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area. As a result, the school projects to have a final schoolwide Chronic Absenteeism rate of less than 10% for the 2021-22 school year, with a continued focus on Students with Disabilities.

Audeo Valley's educational partners are also pleased with the 2021-22 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2022:

- 71% of students tested met their NWEA Reading Growth Target
- 77% of students tested met their NWEA Language Growth Target
- 60% of students tested met their NWEA Math Growth Target

While the school is satisfied meeting the desired indicators of 60% growth, staff will remain focused on closing performance gaps for all students, especially in Math. In order to increase performance in each content area, the school will implement key instructional services and

programs by enhancing the MTSS Framework and real-time monitoring and response systems to increase academic tutoring opportunities focused on ELA and Math course completion, provide targeted counseling and intervention, and remove potential learning barriers by providing students with home technology and a Nutrition Program. Educational partners are satisfied with the strategies and actions related to improving student engagement and believe that the school will demonstrate improvement in this area.

Audeo Valley made progress in the number of students (18) earning articulated college credits in 2021-22, and College/Career Measures will continue to be an area of focus for the school. Educational partners believe that this academic performance indicator will be a challenge for the School because the average length of student enrollment is 18 months, and when many students enroll, they are not on-track to meet the College/Career-prepared criteria. School groups have determined opportunities for the school to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses, and also increase UC/CSU a-g completion. 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 staff 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 staff 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 2022-23 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. Educational partner 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: Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status

Program.

Key Actions and Services for All Students:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

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

Key Actions and Services for All Students:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program

Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath Individual Learning Plans

Goal 3: Implement a targeted and data informed professional learning system to increase teacher effectiveness and promote high-quality instruction schoolwide.

Key Actions and Services for All Students:

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology

- Leadership development: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

Goal 4: Provide a safe environment and supportive school culture for all educational partners to teach and learn.

Key Actions and Services for All Students:

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Nutrition program at all school sites
- Homeless and Foster Youth Liaison

Goal 5: Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.

Key Actions and Services for All Students:

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members

- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource center

Targeted Actions for English Learners, Low Income Students and Foster Youth:

- Interactive and engaging 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 Valley is not eligible for 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 Valley is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Audeo Valley is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees and surveys. Additionally, the school’s educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The school has partnered with educational partners to develop the 2022-23 LCAP which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

Board of Directors and Community

Date: July 29, 2021
Involvement Method: Board Meeting

School Leadership Team

Date: August 2-6, 2021
Involvement Method: Annual Strategic Planning

Parents and Family Members

Dates: August 10-12, August 18, October 6, September 15, October 20, November 10, February 4, March 1, April 19, June 1
Involvement Method: Family Learning Series (Parent Advisory Committee)

Board of Directors and Community

Date: August 24, 2021
Involvement Method: Board Meeting

Board of Directors and Community

Date: September 9, 2021
Involvement Method: Board Meeting

Administrators, Teachers, Education Specialists, CTRs and Counselors

Date: August 26-27

Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

Students, Parents and Family Members

Date: October 4-29, 2021

Involvement Method: School Open House Events

Board of Directors and Community

Date: October 20, 2021

Involvement Method: Board Meeting

Students, Parents, Teachers and Staff

Date: October 22, 2021

Involvement Method: School Site Council Meeting

Administrators, Teachers, Education Specialists, CTRs and Counselors

Date: October 29, 2021

Involvement Method: Instructional Meeting

Parents of English Learner Students

Date: November 9, 2021

Involvement Method: English Learners Advisory Committee

Students, Parents, Teachers and Staff

Date: November 12, 2021

Involvement Method: School Site Council Meeting

Board of Directors and Community

Date: November 15, 2021

Involvement Method: Board Meeting

Board of Directors and Community

Date: December 1, 2021

Involvement Method: Board Meeting

Board of Directors and Community

Date: December 9, 2021

Involvement Method: Board Meeting

Students, Parents, Teachers and Staff

Date: January 10, 2022

Involvement Method: School Site Council Meeting

Administrators, Teachers, Education Specialists, CTRs and Counselors

Date: January 28, 2022

Involvement Method: Instructional Meeting

School Leadership Team

Date: February 1-3, 2022

Involvement Method: Mid-Year Strategic Planning

Board of Directors and Community

Date: February 16, 2022

Involvement Method: Board Meeting

Students, Parents and Family Members

Date: March 7-25, 2022

Involvement Method: Senior Night Events

Teachers, Education Specialists, Counselors and CTRs

Date: March 11, 2022

Involvement Method: Instructional Meeting

Parents of English Learner Students

Date: May 12, 2022

Involvement Method: English Learners Advisory Committee

Board of Directors and Community

Date: March 18, 2022

Involvement Method: Board Meeting

EI Dorado Charter SELPA

Date: May 10, 2022

Involvement Method: Professional Development and Support for Special Education Program

Administrators, Teachers, Education Specialists, CTRs and Counselors

Date: May 20, 2022

Involvement Method: Instructional Meeting

Board of Directors and Community

Date: June 24, 2022

Involvement: Regular Board Meeting

The school's 2022-23 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 educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2022-23 LCAP.

Students:

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support and planning related to post-high school pathways: community college, university, military and career.

Parents, Family Members and Parent Advisory Committee:

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers and meet with support staff.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Provide Chromebooks and internet data plans to students in need of home technology.

Parents of English Learners, including English Learner Parent Advisory Committee:

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources and tools for parents to support learning at home.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

Teachers and CTRs:

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Enhanced communication system that school leaders can use to push-out school information to students, parents and family members.

Education Specialists, Special Education Staff and SELPA Administrator:

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Student engagement and achievement data which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Private office space for confidential IEP meetings.

Administrators:

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.

- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students, and students of underserved groups. For that reason, the school will maintain five LCAP goals for the 2022-23 school year. These five goals address the instructional approach, curriculum, professional development system, school safety/climate and family engagement. Each LCAP goal, along with their corresponding metrics are aligned to state and local priorities. Metrics included in the 2022-23 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, there are additional strategies incorporated into Goal 2 focused on providing students with additional counseling services to support and plan for post-high school pathways.

In order to continue to meet the key requirements of parents and family members, the school will issue Chromebooks and internet data plans to households in need of home technology as outlined in Goal 2 actions. This is the school's connect program and it is managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, parents and family members require additional tutoring opportunities for their students – particularly focused in Mathematics and ELA. Therefore, the school incorporated actions/strategies to acquire additional instructional support staff that can provide one-on-one and small group tutoring.

Parents of English Learners express a need for translated school materials, including flyers, progress reports and presentation materials. Therefore, there are specific actions included in Goal 5 focused on prioritizing school resources and personnel to translate school materials and serve as translators when needed. Parents of English Learners require engaging and specialized instructional materials and videos to teach core content. As a result, there are several Goal 2 actions committed to prioritizing the need for a variety of instructional and curriculum enhancement tools, including Achieve3000 and Brain POP ESL.

Teachers continue to express a need for additional instructional staff, particularly Certificated Teacher Resources (CTRs), which can support the instructional program. The school has included actions in Goal 1 for Human Resources to recruit, hire and assign 1-2 CTRs at each school site that can provide additional and targeted tutoring opportunities for students of underserved student groups, assist in grading student work and supervision. Teachers continue to express a need for meetings and professional learning to be facilitated online through Microsoft Teams. As a result, the school has designed actions in Goal 3 focused on providing virtual and on-demand training opportunities

for school staff.

Similar to general education teachers, Special Education staff require professional learning opportunities offered through a virtual platform. Special Education staff want specialized training related to IEP compliance, assessments and differentiating instruction. Thus, the school has designed a new action related to this need in Goal 3.

Administrators report a strong need for increasing student participation in programs designed to prepare students for college/career pathways. These college/career programs include CTE, Early College Credit, Advanced Placement (AP) and Leadership Development with California Cadet Corps. As a result, the school has enhanced actions in Goal 2 designed to increase student, parent and family members' awareness of existing college/career readiness programs. Moreover, the school will prioritize resources, such as counseling personnel to lead workshops and training focused on the benefits of CTE, Early College Credit and AP through the Family Learning Series. Lastly, in order to support teachers in their instructional planning for English learners, the school will expand implementation of Ellevation for the 2022-23 school year. Specific actions related to Ellevation have been incorporated into Goal 1.

Goals and Actions

Goal

Goal #	Description
Goal 1	Provide a personalized and innovative instructional program focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24				
Basic 100% of teachers are fully credentialed and appropriately assigned	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <tr> <td>2021-22: Projected</td> </tr> <tr> <td>100% of teachers as of April 2022</td> </tr> </table>	2021-22: Projected	100% of teachers as of April 2022			<table border="1"> <tr> <td>Desired Outcome for 2023-24</td> </tr> <tr> <td>100% of teachers are fully credentialed and appropriately assigned</td> </tr> </table>	Desired Outcome for 2023-24	100% of teachers are fully credentialed and appropriately assigned
2021-22: Projected									
100% of teachers as of April 2022									
Desired Outcome for 2023-24									
100% of teachers are fully credentialed and appropriately assigned									

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																																				
<p>Pupil Achievement</p> <p><u>One-Year DASS Graduation Rate:</u></p> <p>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>87.9%</td> </tr> <tr> <td>Hispanic</td> <td>84%</td> </tr> <tr> <td>White</td> <td>100%</td> </tr> <tr> <td>African American</td> <td>100%</td> </tr> <tr> <td>2+ Races</td> <td>N/A</td> </tr> <tr> <td>EL</td> <td>100%</td> </tr> <tr> <td>SED</td> <td>88.2%</td> </tr> <tr> <td>SWD</td> <td>100%</td> </tr> </tbody> </table> <p>Note: Projected results as of January 2022</p>	2021-22: Projected		Schoolwide	87.9%	Hispanic	84%	White	100%	African American	100%	2+ Races	N/A	EL	100%	SED	88.2%	SWD	100%			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>>80%</td> </tr> <tr> <td>Hispanic</td> <td>>80%</td> </tr> <tr> <td>White</td> <td>>80%</td> </tr> <tr> <td>African American</td> <td>>80%</td> </tr> <tr> <td>2+ Races</td> <td>>80%</td> </tr> <tr> <td>EL</td> <td>>80%</td> </tr> <tr> <td>SED</td> <td>>80%</td> </tr> <tr> <td>SWD</td> <td>>80%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	>80%	2+ Races	>80%	EL	>80%	SED	>80%	SWD	>80%
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<p>Pupil Engagement</p> <p><u>Chronic Absenteeism:</u></p> <p>Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>7.4%</td> </tr> <tr> <td>Hispanic</td> <td>9.5%</td> </tr> <tr> <td>White</td> <td>0%</td> </tr> <tr> <td>African American</td> <td>0%</td> </tr> <tr> <td>2+ Races</td> <td>N/A</td> </tr> <tr> <td>EL</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>5.8%</td> </tr> <tr> <td>SWD</td> <td>14.3%</td> </tr> </tbody> </table> <p>Note: Projected results as of March 2022</p>	2021-22: Projected		Schoolwide	7.4%	Hispanic	9.5%	White	0%	African American	0%	2+ Races	N/A	EL	0%	SED	5.8%	SWD	14.3%			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td><10%</td> </tr> <tr> <td>Hispanic</td> <td><10%</td> </tr> <tr> <td>White</td> <td><10%</td> </tr> <tr> <td>African American</td> <td><10%</td> </tr> <tr> <td>2+ Races</td> <td><10%</td> </tr> <tr> <td>EL</td> <td><10%</td> </tr> <tr> <td>SED</td> <td><10%</td> </tr> <tr> <td>SWD</td> <td><10%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	<10%	Hispanic	<10%	White	<10%	African American	<10%	2+ Races	<10%	EL	<10%	SED	<10%	SWD	<10%
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Pupil Achievement Smarter Balanced <u>ELA</u> Summative Assessments: Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected			Desired Outcome for 2023-24		
		Schoolwide			Not available	Schoolwide	>-0.1
		Hispanic			Not available	Hispanic	>-0.1
		White			Not available	White	>-0.1
		African American			Not available	African American	>-0.1
		2+ Races			Not available	2+ Races	>-0.1
		EL			Not available	EL	>-0.1
		SED			Not available	SED	>-0.1
		SWD			Not available	SWD	>-0.1
		Note: SBA administration is from May to June 2022					
Pupil Achievement Smarter Balanced <u>Mathematics</u> Summative Assessments: Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected			Desired Outcome for 2023-24		
		Schoolwide			Not available	Schoolwide	>-60.1
		Hispanic			Not available	Hispanic	>-60.1
		White			Not available	White	>-60.1
		African American			Not available	African American	>-60.1
		2+ Races			Not available	2+ Races	>-60.1
		EL			Not available	EL	>-60.1
		SED			Not available	SED	>-60.1
		SWD			Not available	SWD	>-60.1
		Note: SBA administration is from May to June 2022					

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																
<p>Pupil Achievement</p> <p>Increase the annual percentage of grade 11 students who score at least a Level 3 ‘Standard Met’ on the Smarter Balanced Summative ELA and Mathematics Assessments (EAP Measure)</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Not Available</td> </tr> <tr> <td>Mathematics</td> <td>Not Available</td> </tr> </tbody> </table> <p>Note: SBA administration is from May to June 2022</p>	2021-22: Projected		ELA	Not Available	Mathematics	Not Available			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Exceed 2021-22 proficiency percentage</td> </tr> <tr> <td>Mathematics</td> <td>Exceed 2021-22 proficiency percentage</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		ELA	Exceed 2021-22 proficiency percentage	Mathematics	Exceed 2021-22 proficiency percentage				
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<p>Pupil Achievement</p> <p><u>English Learner Reclassification Rate:</u></p> <p>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total</p>	<table border="1"> <thead> <tr> <th colspan="2">2019-20 Source: DataQuest</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Total</td> <td>No data available</td> </tr> <tr> <td>San Diego County Total</td> <td>14.7%</td> </tr> <tr> <td>State Total</td> <td>13.8%</td> </tr> </tbody> </table>	2019-20 Source: DataQuest		Audeo Valley Total	No data available	San Diego County Total	14.7%	State Total	13.8%	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Reclassification Rate</td> <td>Not available</td> </tr> </tbody> </table> <p>Note: Data will be available after June 2022</p>	2021-22: Projected		Audeo Valley Reclassification Rate	Not available			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Reclassification Rate</td> <td>>13.8%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Audeo Valley Reclassification Rate	>13.8%
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Pupil Achievement Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Reading</u> growth target	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected				Desired Outcome for 2023-24	
		Schoolwide	71%			Schoolwide	>60%
		Hispanic	Not available			Hispanic	>60%
		White	Not available			White	>60%
		African American	Not available			African American	>60%
		2+ Races	Not available			2+ Races	>60%
		EL	Not available			EL	>60%
		SED	Not available			SED	>60%
		SWD	Not available			SWD	>60%
		Note: Student group data will be available after June 2022					
Pupil Achievement Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Language</u> growth target	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected				Desired Outcome for 2023-24	
		Schoolwide	77%			Schoolwide	>60%
		Hispanic	Not available			Hispanic	>60%
		White	Not available			White	>60%
		African American	Not available			African American	>60%
		2+ Races	Not available			2+ Races	>60%
		EL	Not available			EL	>60%
		SED	Not available			SED	>60%
		SWD	Not available			SWD	>60%
		Note: Student group data will be available after June 2022					

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24		
Pupil Achievement Measures of Academic Progress by NWEA: More than 60% of All Students and Student Groups will meet their annual <u>Mathematics</u> growth target	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected				Desired Outcome for 2023-24	
		Schoolwide	60%			Schoolwide	>60%
		Hispanic	Not available			Hispanic	>60%
		White	Not available			White	>60%
		African American	Not available			African American	>60%
		2+ Races	Not available			2+ Races	>60%
		EL	Not available			EL	>60%
		SED	Not available			SED	>60%
		SWD	Not available			SWD	>60%
		Note: Student group data will be available after June 2022					
Pupil Achievement California <u>Science</u> Test: Improve the annual percentage of All Students and Student Groups scoring proficient	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected				Desired Outcome for 2023-24	
		Schoolwide	Not available			Target	Exceed 2021-22 percentage schoolwide and all numerically significant student groups
		Hispanic	Not available				
		White	Not available				
		African American	Not available				
		2+ Races	Not available				
		EL	Not available				
		SED	Not available				
		SWD	Not available				
		Note: CAST administration is from May to June 2022					

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023-24																																																
<p>Pupil Engagement <u>Cumulative Student Participation/Attendance Rate:</u> Exceed 84% or improve 3% from prior year for All Students and Student Groups</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>93.6%</td> </tr> <tr> <td>Hispanic</td> <td>93.2%</td> </tr> <tr> <td>White</td> <td>96%</td> </tr> <tr> <td>African American</td> <td>93.5%</td> </tr> <tr> <td>EL</td> <td>94.4%</td> </tr> <tr> <td>SED</td> <td>93.4%</td> </tr> <tr> <td>SWD</td> <td>97.2%</td> </tr> <tr> <td>Foster Youth</td> <td>100%</td> </tr> <tr> <td>Homeless</td> <td>100%</td> </tr> <tr> <td>Cadet Corps</td> <td>97.8%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>77.8%</td> </tr> </tbody> </table> <p>Note: Results as of April 2022</p>	2021-22: Projected		Schoolwide	93.6%	Hispanic	93.2%	White	96%	African American	93.5%	EL	94.4%	SED	93.4%	SWD	97.2%	Foster Youth	100%	Homeless	100%	Cadet Corps	97.8%	Pregnant/Parent	77.8%			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>>84%</td> </tr> <tr> <td>Hispanic</td> <td>>84%</td> </tr> <tr> <td>White</td> <td>>84%</td> </tr> <tr> <td>African American</td> <td>>84%</td> </tr> <tr> <td>EL</td> <td>>84%</td> </tr> <tr> <td>SED</td> <td>>84%</td> </tr> <tr> <td>SWD</td> <td>>84%</td> </tr> <tr> <td>Foster Youth</td> <td>>84%</td> </tr> <tr> <td>Homeless</td> <td>>84%</td> </tr> <tr> <td>Cadet Corps</td> <td>>84%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>>84%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Schoolwide	>84%	Hispanic	>84%	White	>84%	African American	>84%	EL	>84%	SED	>84%	SWD	>84%	Foster Youth	>84%	Homeless	>84%	Cadet Corps	>84%	Pregnant/Parent	>84%
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Other Pupil Outcomes <u>Student Confidence Survey:</u> More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment		2021-22: Projected			Desired Outcome for 2023-24
		<table border="1"> <tr> <td>Schoolwide</td> <td>98%</td> </tr> </table> Note: Results as of April 2022			Schoolwide
Schoolwide	98%				
Schoolwide	>90%				

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic Approach to Monitor Student Learning for All Students	a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps. b) School staff will administer the Smarter Balanced Interim Assessments to evaluate student 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) Instructional staff will 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.	\$20,159	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Evaluate English Language Proficiency for English Learners	<ul style="list-style-type: none"> a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation. b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions. c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development. d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Parent/Family Engagement and Professional Learning Systems. e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills. 	\$216,511	Yes

Action 3	Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional CTRs to support the instructional program. b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable. c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance and post-secondary goals. d) Instructional Staff will utilize School Pathways Student Information System to report student attendance, document MTSS efforts, monitor student progress, and record grades. e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences. f) Counseling staff will provide students with multiple paths to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways. g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards, and provide opportunities for live interaction to increase student connectedness to school. h) Teachers will provide academic 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. 	\$833,946	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> i) Instructional staff will provide a Smarter Balanced Mathematics Assessments Boot Camp in April for two-weeks that provide students with intensive review and preparation of key claims and standards. j) School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. 		
Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Certificated Teacher Resources (CTRs) to provide additional and targeted tutoring to increase progress and completion rates for required graduation coursework, particularly for underserved student groups. b) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. c) Equity and Inclusion Department staff to collaborate with school personnel to identify/respond to the educational needs of unique pupils, and coordinate services and resources to aid students and family members. d) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. 	\$318,424	Yes

Action #	Title	Description	Total Funds	Contributing
Action 5	Academic Instruction and Support for Students with Disabilities	<p>a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP.</p> <p>b) Specialized Academic Instruction (SAI) provided by Education Specialists.</p> <p>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.</p>	\$311,137	No
Action 6	Systematic Monitoring of Academic Performance for All Students	<p>a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.</p> <p>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achieve3000 to inform Curriculum, Instruction, Equity/Inclusion and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator.</p>	\$8,876	No

Action #	Title	Description	Total Funds	Contributing
Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	<p>a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.</p> <p>b) Instructional staff will monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students through the PPEP Phase Meetings in July, October, and January.</p> <p>c) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems.</p>	\$242,772	Yes

Goal Analysis for 2021-22

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.

Audeo Valley was successful implementing the planned actions related to Goal 1. There are no substantive differences to report. As a result, Audeo Valley is on-track to meet student engagement metrics as measured by the California School Dashboard, including Graduation Rate and Chronic Absenteeism. As of April 2022, Audeo Valley's One-Year DASS Graduation Rate is projected to exceed 80% schoolwide. In addition, Audeo Valley's Chronic Absenteeism Rate is projected to be less than 10% schoolwide. By implementing Goal 1 actions, the school continues to maintain high-levels of student engagement. Based upon current data, it is evident that that the school's engagement strategies and supports are effective in meeting the individual needs of each student. 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were only minor variances between budgeted and actual expenditures. COVID-19 made it difficult to project student ADA and staffing level needs for the instructional program.

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

Audeo Valley is administering the Smarter Balanced Summative Assessments to students in spring 2022. Assessment results will not be available until the summer months. However, educational partners are satisfied with the actions taken to prepare students for this end of the year assessments. Instructional staff supported the achievement of all students through a data-informed instructional program, relying on academic data collected through Illuminate formative assessments, Fall Measures of Academic Progress by NWEA and the Smarter Balanced Interim Assessments. Instructional staff provided small group learning opportunities to students throughout the school year, which are uniquely designed to develop student skills/knowledge related to ELA and Mathematics claims/targets.

In spring 2022, the school administered a local assessment, Measures of Academic Progress by NWEA, to measure student growth in Reading, Language Usage and Mathematics. The school was able to exceed the locally set target of 60% of students meeting their individualized growth target in all three academic domains. Therefore, educational partners believe that the one-on-one and small group learning opportunities student received throughout the school year to mitigate potential learning loss due to COVID-19 was an effective design/approach.

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.

For the 2022-23 LCAP, the school has added the following metrics to Goal 1 to improve alignment with the California State Priorities: Teacher Credentials, English Learner Reclassification Rate, California Science Test, Middle and High School Dropout Rate. Furthermore, the school will continue to have seven actions related to Goal 1 because educational partners are satisfied with student engagement and achievement outcomes. Audeo Valley will continue to expand the utilization of Ellevation as an instructional planning tool for effective delivery of ELD programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 Valley is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
Basic Availability of standards aligned instructional materials to every student	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected			Desired Outcome for 2023-24
		100% of students			100% of students

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24												
Course Access Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year</td> <td></td> </tr> </tbody> </table>	2021-22: Projected		All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year				<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study</td> <td></td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study					
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Course Access Increase the annual number of students completing <u>college credit</u> courses	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Dual Enrollment</td> <td>0</td> </tr> <tr> <td>Articulated Credit</td> <td>18</td> </tr> <tr> <td>Total early college credit</td> <td>18</td> </tr> </tbody> </table> <p>Note: Results as of April 2022</p>	2021-22: Projected		Dual Enrollment	0	Articulated Credit	18	Total early college credit	18			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of students completing college credit courses</td> <td>>18 students</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of students completing college credit courses	>18 students
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Course Access Increase annual student participation in <u>Advanced Placement (AP) Courses</u>	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>1 course</td> </tr> </tbody> </table> <p>Note: Results as of April 2022</p>	2021-22: Projected		Number of AP Courses Assigned	1 course			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>>1 course</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of AP Courses Assigned	>1 course				
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Course Access Maintain High-Quality and relevant established <u>CTE Career Pathways</u>	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr><td>Child Development</td><td></td></tr> <tr><td>Design, Visual & Media Arts</td><td></td></tr> <tr><td>Environmental Resources</td><td></td></tr> <tr><td>Hospitality, Tourism & Recreation</td><td></td></tr> <tr><td>Software & Systems Development</td><td></td></tr> <tr><td>Public Safety</td><td></td></tr> <tr><td>Patient Care</td><td></td></tr> <tr><td>Business Management</td><td></td></tr> </tbody> </table> <p>Note: CTE Career Pathways available as of April 2022</p>	2021-22: Projected		Child Development		Design, Visual & Media Arts		Environmental Resources		Hospitality, Tourism & Recreation		Software & Systems Development		Public Safety		Patient Care		Business Management				<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr><td>Child Development</td><td></td></tr> <tr><td>Design, Visual & Media Arts</td><td></td></tr> <tr><td>Environmental Resources</td><td></td></tr> <tr><td>Hospitality, Tourism & Recreation</td><td></td></tr> <tr><td>Software & Systems Development</td><td></td></tr> <tr><td>Public Safety</td><td></td></tr> <tr><td>Patient Care</td><td></td></tr> <tr><td>Business Management</td><td></td></tr> </tbody> </table>	Desired Outcome for 2023-24		Child Development		Design, Visual & Media Arts		Environmental Resources		Hospitality, Tourism & Recreation		Software & Systems Development		Public Safety		Patient Care		Business Management	
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Implementation of State Standards 100% of CTE Courses will be aligned to CTE Model Curriculum Standards	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Projected</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table>	2021-22 Projected		CTE Courses Aligned to CTE Model Curriculum Standards	100%			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		CTE Courses Aligned to CTE Model Curriculum Standards	100%
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24																						
Pupil Achievement Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p>Note: Data will be available after July 2022</p>	2021-22: Projected		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>Exceed 2021-22 percentage schoolwide and all numerically significant student groups</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Target	Exceed 2021-22 percentage schoolwide and all numerically significant student groups
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Pupil Achievement Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>Not available</td> </tr> <tr> <td>Hispanic</td> <td>Not available</td> </tr> <tr> <td>White</td> <td>Not available</td> </tr> <tr> <td>African American</td> <td>Not available</td> </tr> <tr> <td>2+ Races</td> <td>Not available</td> </tr> <tr> <td>EL</td> <td>Not available</td> </tr> <tr> <td>SED</td> <td>Not available</td> </tr> <tr> <td>SWD</td> <td>Not available</td> </tr> </tbody> </table> <p>Note: Data will be available after July 2022</p>	2021-22: Projected		Schoolwide	Not available	Hispanic	Not available	White	Not available	African American	Not available	2+ Races	Not available	EL	Not available	SED	Not available	SWD	Not available			<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>Exceed 2021-22 percentage schoolwide and all numerically significant student groups</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Target	Exceed 2021-22 percentage schoolwide and all numerically significant student groups
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Pupil Achievement Increase the annual percentage of All Students and Student Groups completing a- g requirements <u>AND</u> at least one CTE Career Pathway	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected				Desired Outcome for 2023-24	
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		Note: Data will be available after July 2022					
Pupil Achievement Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected				Desired Outcome for 2023-24	
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
Other Pupil Outcomes Maintain a compliant and accessible Work Experience Education (WEE) Program	2020-21 Source: Local Reporting Met compliance requirements set forth by the California Department of Education	2021-22: Projection WEE Program remains compliant and available to all students for the 2021-22 school year			Desired Outcome for 2023-24 Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Standards Aligned Course of Study and Curriculum for All Students	a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS). b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements. c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint. d) Instructional staff will inform and educate students, parents and family members on the benefits of taking advanced coursework, including Accelerated, Honors and Advanced Placement (AP). e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse.	\$183,272	No

<p>Action 2</p>	<p>Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students</p>	<ul style="list-style-type: none"> a) Provide Chromebooks and internet services to families in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge. d) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English. e) Instructional staff will utilize Achieve3000, a comprehensive literacy program, to provide differentiated instruction per individual student reading levels, so English Learners are able to build literacy, content area knowledge, and accelerate learning gains within the school year. f) Instructional staff will utilize BrainPop and BrainPop ELL, a web-based comprehensive English language learning program, to provide ELL-specific supports, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. g) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math. 	<p>\$42,917</p>	<p>Yes</p>
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="667 228 1696 375">h) Instructional staff will conduct outreach and recruitment to English Learner students with the focus on providing equitable access to the same educational program and services as all students, including access to Accelerated, Honors and Advanced Placement (AP). <li data-bbox="667 412 1696 558">i) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career. <li data-bbox="667 596 1696 742">j) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. 		

Action 3	College/Career Pathways for All Students	<ul style="list-style-type: none"> a) Curriculum and Professional Development staff to ensure that the course offerings list meets the demands and requirements of college, university, career and military pathways. b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards. c) School staff will facilitate an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways. d) Counseling staff will inform all high school students, parents and family members regarding benefits of early college credit opportunities and important registration deadlines. e) Counseling staff will provide students, parents and family members with information and training related to Dual Enrollment at Open House Events, Senior Night Events, Family Learning Series and workshops hosted by community colleges. f) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning. g) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement at a school site. h) Instructional staff will support grade 12 students completing a Pathways Portfolio, a graduation course requirement that promotes digital literacy and preparation for post-high school pathways, including college, university, military and workforce. i) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high 	\$107,154	No
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Action #	Title	Description	Total Funds	Contributing
		<p>school student progress towards meeting Approaching and Prepared criteria.</p> <p>j) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March and May 2022 Instructional Meetings to calculate College/Career readiness rate projections.</p>		

Goal Analysis for 2021-22

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.

Audeo Valley was successful implementing the three planned actions related to Goal 2. There are no substantive differences to report. Overall, the school was able to assign a broad course of student to all students, implement the State Standards and maintain a UC a-g approved course offerings list. The school was able to provide a Chromebook and internet data plan to all students in need of home technology to ensure equity and access – all students are able to access the full curriculum and course offerings, including Honors, AP and CTE courses.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were variances between actual and budgeted expenditures for Goal 2 actions. The COVID-19 pandemic disrupted student enrollment projections and instructional staffing levels.

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

Based upon analysis of the LCAP’s measurable outcomes, educational partners are satisfied with the number of students participating in the Early College Credit Program. Educational partners believe that the best way to prepare students for college/career pathways is to provide a rigorous course of study. However, the school community wants to see more students take AP Exams and pass with a score of 3 or higher.

There is consensus amongst the school community that there is a need to improve the overall percentage of students completing UC a-g requirements and CTE Pathways. Instructional staff believe that Action 3 which is focused on college/career readiness can be enhanced. Additional steps will be taken to educate, inform and support students and family members on preparing for post-high school pathways.

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.

For the 2022-23 LCAP, the school will maintain three actions related to Goal 2. Enhancements have been made to Action 3 which is focused on preparing all students for college/career pathways. These enhancements include strategies related to increasing student knowledge of existing programs and monitoring systems that staff can implement. The school is committed to improving the College/Career Indicator as measured by the California School Dashboard, but realize that this is a challenging Academic Performance Indicator for most DASS schools.

The school has added the following metrics to Goal 2 to improve alignment with the California State Priorities: Standards Aligned Instructional Materials, AP Exam Scores and UC a-g Completion Rates.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24				
<p>Implementation of State Standards</p> <p>90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <td>2021-22: Projected</td> </tr> <tr> <td>100% of teachers as of April 2022</td> </tr> </table>	2021-22: Projected	100% of teachers as of April 2022			<table border="1"> <tr> <td>Desired Outcome for 2023-24</td> </tr> <tr> <td>>90% of teachers</td> </tr> </table>	Desired Outcome for 2023-24	>90% of teachers
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100% of teachers as of April 2022									
Desired Outcome for 2023-24									
>90% of teachers									
<p>Implementation of State Standards</p> <p>90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <td>2021-22: Projected</td> </tr> <tr> <td>100% of teachers as of April 2022</td> </tr> </table>	2021-22: Projected	100% of teachers as of April 2022			<table border="1"> <tr> <td>Desired Outcome for 2023-24</td> </tr> <tr> <td>>90% of teachers</td> </tr> </table>	Desired Outcome for 2023-24	>90% of teachers
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Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>10 ELAD trainings as of April 2022</p>			<p>Desired Outcome for 2023-24</p> <p>At least six annual ELAD trainings</p>
<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>100% of teachers as of April 2022</p>			<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>98% of staff as of April 2022</p>			<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24				
<p>School Climate 90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo Valley</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <td data-bbox="724 250 1031 289">2021-22: Projected</td> </tr> <tr> <td data-bbox="724 289 1031 367">100% of students as of April 2022</td> </tr> </table>	2021-22: Projected	100% of students as of April 2022			<table border="1"> <tr> <td data-bbox="1732 250 2039 321">Desired Outcome for 2023-24</td> </tr> <tr> <td data-bbox="1732 321 2039 367">>90% of students</td> </tr> </table>	Desired Outcome for 2023-24	>90% of students
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100% of students as of April 2022									
Desired Outcome for 2023-24									
>90% of students									
<p>School Climate 90% of parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience at Audeo Valley</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <td data-bbox="724 615 1031 654">2021-22: Projected</td> </tr> <tr> <td data-bbox="724 654 1031 732">96% of parents and family members as of April 2022</td> </tr> </table>	2021-22: Projected	96% of parents and family members as of April 2022			<table border="1"> <tr> <td data-bbox="1732 615 2039 686">Desired Outcome for 2023-24</td> </tr> <tr> <td data-bbox="1732 686 2039 758">>90% of parents and family members</td> </tr> </table>	Desired Outcome for 2023-24	>90% of parents and family members
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Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Professional Development Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> a) Curriculum and Professional Development Department staff will design and develop a Professional Learning 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 increasing skill and knowledge related to 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) Specialized training opportunities for Special Education staff related to IEP compliance, assessments and differentiated instruction – facilitated by the Special Education Coordinator, School Psychologists or SELPA. f) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification. g) AU professional development trainings and mentorships focused on staff leadership development, including Executive Studies and Fellows Projects which focus on innovating and improving programs or services related to Strategic Initiatives. h) AU professional development trainings focused on supporting new teachers, including topics related to engaging unique pupils, data-informed decision making, MTSS implementation, technology systems, independent study compliance and vision/mission/values. 	\$41,841	No
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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li data-bbox="667 228 1696 300">i) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets. <li data-bbox="667 337 1696 479">j) AU professional development trainings focused on supporting the whole child: Physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention. <li data-bbox="667 516 1696 625">k) Provide ALICE Training and collaboration opportunities to all school employees, focused on how to prevent, mitigate, respond to, and recover from a violent critical incident. 		

<p>Action 2</p>	<p>Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth</p>	<ul style="list-style-type: none"> a) The English Learner Achievement Department (ELAD) will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation. b) Math specialist will provide teachers, education specialists, and CTRs professional development focused on supporting English Learners with effective use of the curriculum and instructional strategies. This will help English Learners access grade level content and enhance academic vocabulary. c) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills. d) Specialized professional learning for instructional staff including Writing Redesigned for Innovative Teaching Equity (WRITE) offered by San Diego County Office of Education (SDCOE) which is focused on improving underserved student groups' literacy skills and academic achievement. e) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussion with students. f) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area. g) Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID), designed to increase the percentage of low-income students to complete UC a-g requirements. 	<p>\$10,397</p>	<p>Yes</p>
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Action #	Title	Description	Total Funds	Contributing
		<p>h) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.</p> <p>i) 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.</p>		

Goal Analysis for 2021-22

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.

All actions related to Goal 3 were implemented for the 2021-22 school year. There are no substantive differences to report. As a result, the school's professional learning system is providing staff with training focused on instruction, curriculum, equity and inclusion, mental health, social-emotional learning, data analysis and leadership studies/development. As of April 2022, more than 90% of teachers are on-track to participate in at least 60 hours of annual professional development and 10 hours of math.

The school's professional learning system, Altus University, continues to be available to all segments of the workforce. While the majority of Altus University sessions are facilitated online through Microsoft Teams, some sessions are offered in-person. Educational partners continue to report high levels of satisfaction with trainings relevancy, formats/methods and topics.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Only minor variances between budgeted and actual expenditures. These minor variances were the result of COVID-19. The school found it difficult to project staffing levels and hire qualified staff when necessary. Consequently, this impacted Goal 3 which is focused on professional learning for school staff.

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

Instructional staff report high-levels of satisfaction with the professional learning system, particularly the virtual format because it is interactive, provides screen sharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have

access to on demand training. Some of the specialized professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID. As of April 2022, at least 90% of staff report high levels of training relevance.

The Equity and Inclusion Department provided professional development focused on supporting underserved student groups, including Homeless and Foster Youth, English Learners, and Low Income. There have been 10 trainings specifically focused on English Learner student achievement offered to staff for the 2021-22 school year. Each session is focused on providing strategies, resources and supports that will ensure equity and access for English Learner students. In addition, there have been 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 teachers, education specialists, subject matter experts and administrators. 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.

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.

Educational partners remain satisfied with the seven metrics related to Goal 3. And the two actions related to Goal 3 will remain in place. However, Action 2 will be enhanced to provide staff with training and support focused on implementation of Ellevation – a program designed to improve data informed instructional planning and monitoring of English Learner students. The school will expand ALICE Training to all school employees based upon input gathered from instructional staff – which will improve overall readiness for a potential violent incident in a school setting.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 4	Provide a safe environment and supportive school culture for all educational partners to teach and learn.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24								
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <tr> <th colspan="2">2021-22: Projected</th> </tr> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Note: Results as of April 2022</p>	2021-22: Projected		Suspension Rate	0%			<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td>Suspension Rate</td> <td><1.5%</td> </tr> </table>	Desired Outcome for 2023-24		Suspension Rate	<1.5%
2021-22: Projected													
Suspension Rate	0%												
Desired Outcome for 2023-24													
Suspension Rate	<1.5%												
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <tr> <th colspan="2">2021-22: Projected</th> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Note: Results as of April 2022</p>	2021-22: Projected		Expulsion Rate	0%			<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td>Expulsion Rate</td> <td><1%</td> </tr> </table>	Desired Outcome for 2023-24		Expulsion Rate	<1%
2021-22: Projected													
Expulsion Rate	0%												
Desired Outcome for 2023-24													
Expulsion Rate	<1%												
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <tr> <th colspan="2">2021-22: Projected</th> </tr> <tr> <td colspan="2">97% of students as of April 2022</td> </tr> </table>	2021-22: Projected		97% of students as of April 2022				<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td colspan="2">>90% of students</td> </tr> </table>	Desired Outcome for 2023-24		>90% of students	
2021-22: Projected													
97% of students as of April 2022													
Desired Outcome for 2023-24													
>90% of students													
School Climate More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <tr> <th colspan="2">2021-22: Projected</th> </tr> <tr> <td colspan="2">97% of parents and family members as of April 2022</td> </tr> </table>	2021-22: Projected		97% of parents and family members as of April 2022				<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td colspan="2">>90% of parents and family members</td> </tr> </table>	Desired Outcome for 2023-24		>90% of parents and family members	
2021-22: Projected													
97% of parents and family members as of April 2022													
Desired Outcome for 2023-24													
>90% of parents and family members													

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24				
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	Note: 2021-22 is the first year of operation – baseline data does not exist	<table border="1"> <tr> <td data-bbox="722 250 1039 293">2021-22: Projected</td> </tr> <tr> <td data-bbox="722 293 1039 495">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year</td> </tr> </table>	2021-22: Projected	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year			<table border="1"> <tr> <td data-bbox="1730 250 2047 321">Desired Outcome for 2023-24</td> </tr> <tr> <td data-bbox="1730 321 2047 479">Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant</td> </tr> </table>	Desired Outcome for 2023-24	Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant
2021-22: Projected									
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year									
Desired Outcome for 2023-24									
Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant									

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Safe and Supportive Schools for All Students	<ul style="list-style-type: none"> a) Executive School Safety Committee will meet regularly to implement the School Safety Plan, and adjust as needed. b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and discuss key learnings from ALICE Trainings (preparation for violent critical incidents in a school setting). c) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, and automatic door locking system). d) Provide nursing services to support student overall health and social-emotional well-being. e) Provide students and parents with opportunities for input into safety planning. 	\$49,109	No

Action #	Title	Description	Total Funds	Contributing
Action 2	Social, Emotional and Behavioral Support Systems for All Students	<p>a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.</p> <p>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.</p> <p>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.</p> <p>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.</p> <p>e) School staff will update the school website to provide families with information related to available food resources, health and wellness services.</p>	\$49,845	No

Action #	Title	Description	Total Funds	Contributing
Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	<ul style="list-style-type: none"> a) Incoming Foster Youth students are tagged by school enrollment staff 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) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth. d) Healthy Youth Department will provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies. e) Nutrition Program to promote student health and well-being. 	\$42,691	Yes

Goal Analysis for 2021-22

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.

All actions related to Goal 4 were successfully implemented. There are no substantive differences. Students, parents and family members report high levels of satisfaction with school safety and support. Due to the school's instructional design, staff develop positive and sustained relationships with students, parents and family members. This allows the school to quickly identify the potential academic, social-emotional, behavior and physical needs of students and respond with the appropriate resources/services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Only minor variances between budgeted and actual expenditures for Goal 4 actions.

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

Based upon an analysis of the LCAP’s metrics, the school is providing a safe environment and supportive culture to students and parents. As of April 2022, more than 90% of students and parents report high levels of safety satisfaction. Furthermore, there have been no recorded student suspensions or expulsions for the 2021-22 school year.

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.

The school will maintain the five metrics related to School Climate. In addition, there will continue to be three actions to carry out Goal 4.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 5	Provide innovative, engaging and a community-based resource center to service and support students, parents and family members.

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>100% of school facilities as of April 2022</p>			<p>Desired Outcome for 2023-24</p> <p>100% of school facilities</p>
<p>Parental Involvement</p> <p>Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings 			<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
<p>Parental Involvement</p> <p>Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 			<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</p> <p>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22: Projected</p> <p>8 community-based partnerships as of April 2022</p>			<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

Metric	Baseline	Year 1 Outcome: 2021-22 Results	Year 2 Outcome: 2022-23 Results	Year 3 Outcome: 2023-24 Results	Desired Outcome for 2023–24
Parental Involvement Provide six Family Learning Series Trainings to all parents and family members	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected Nine Family Learning Series were facilitated as of April 2022			Desired Outcome for 2023-24 At least six annual Family Learning Series offered to parents and family members
Parental Involvement 90% of parents will report that Resource Centers provide innovative learning opportunities for students	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22: Projected 97% of parents and family members as of April 2022			Desired Outcome for 2023-24 >90% of parents and family members

Actions

Action #	Title	Description	Total Funds	Contributing
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Action 1	Engagement Opportunities for All Students	<ul style="list-style-type: none"> a) School staff will provide opportunities for students, parents, and family members to receive school information and resources at Open House and Senior Night Events. b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members. c) Instructional staff will provide individual training and support to parents and family members related to the following web-based school programs: SIS Student-Parent Portal, Edgenuity, Achieve3000 and Naviance. d) School staff will maintain a School Alumni Community for graduates to stay connected, speak at school events, and participate in Senior Exhibition Presentations as panel members. e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engage students in futuristic learning environments that inspire engagement and achievement. f) School staff will maintain facilities, equipment and instructional materials to meet the “best practices” standards for Next Generation Science Standards (Audeo Valley) lab work. g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program. h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members. i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and 	\$288,885	No
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Action #	Title	Description	Total Funds	Contributing
		digital tools for creativity, critical thinking, collaboration and communication.		
Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	<ul style="list-style-type: none"> a) Provide bus passes to Foster Youth to increase access to the resource center for educational support and services. b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment. c) Engage parents of English learner students 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. 	\$500	Yes

Goal Analysis for 2021-22

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.

All Goal 5 actions were implemented as designed. As a result, there are no substantive differences to report. The school provided an innovative and engaging resource center which is conveniently located in the community in which students and families live and work. The school remains committed to providing multiple opportunities, formats and methods for parental involvement. There is a concerted effort to engage parents of English learner students and students with exceptional needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The variance between expected and actual expenditures for Goal 5 were the result of additional costs associated with providing engaging community-based resources to all students and family members.

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

Based upon analysis of the LCAP metrics, it is evident that all school facilities are in good repair status and meet the learning requirements of students and parents. As of April 2022, at least 90% of parents and family members report that their child's resource center provides them with innovative learning opportunities. The school has also enhanced the Family Learning Series, which is ongoing and sustained training for parents and family members focused on their individual needs. The Family Learning Series is also committed to empowering parents and family members to be part of the school planning process – which includes reviewing schoolwide student engagement, achievement and college/career readiness data.

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.

The school has incorporated the following metrics to be aligned with the California Eight State priorities: EL Parental Involvement and Special Education Parental Involvement. There will continue to be two actions related to Goal 5. However, the school will continue to converse, survey and meet with parents and family members throughout the year to develop engagement methods/formats that will lead to increase parental involvement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$628,826	\$61,452

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.65%	0%	\$0	24.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 Valley will be seeking Dashboard Alternative School Status (DASS) from the CDE because at least 70% of incoming students are comprised of high-risk student groups. Therefore, Audeo Valley is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

Audeo Valley has an enrollment of unduplicated pupils which exceeds 71% 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 Valley will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2022-23 academic year:

- Goal 1, Action 2: Evaluate English Language Proficiency for English Learners:** This action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school’s English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by

ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. The school coordinator will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

- **Goal 1, Action 4: Academic Instruction and Support for English Learners, Low-Income and Foster Youth:** Educational partners, particularly instructional staff, have reported a need for additional staff to provide one-on-one and small group instruction opportunities focused on Mathematics and ELA. To address this need, Certificated Teacher Resources (CTRs) will provide additional and targeted tutoring to increase progress and course completion rates. In addition, the school will utilize and prioritize the time of other personnel, including Counselors, Equity and Inclusion Department staff and Homeless and Foster Youth Liaison to work collaboratively with teachers to ensure effective implementation of the MTSS Framework. The school expects these actions to improve engagement and achievement indicators for English Learners, Low-Income and Foster Youth. Effectiveness of this action will be measured by progress on the following Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, Graduation Rate, Chronic Absenteeism Rate, Student Participation/Attendance Rate and Student Confidence Surveys.
- **Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This action is based on the school's need to improve student outcomes for at-risk student groups, as identified by educational partners. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.
- **Goal 2, Action 2: Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students:** There is overwhelming consensus from educational partners that all students should have the same opportunities to participate in the instructional program, including while at home. To address this need, the school's Equity and Inclusion staff operates a Connect Program that quickly identifies students and families in need of home technology, including Chromebooks and internet data plans, which provides all students with opportunities to succeed in school and prepare for post-high school pathways. While the Connect program is available to all students, it is critical to closing the digital divide for English Learners, Low Income and Foster Youth students that may exist. The Connect

program provides students of underserved student groups with equal and full access to AP, CTE, UC a-g and early college credit courses. Parents of English learner students, ELAC and teachers express a need for core curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines. This ensures that all students can access and participate in meaningful, relevant, and challenging learning opportunities – which will maintain student engagement and lead to credit completion. To meet this need, ELAD collaborates regularly with teachers who design/develop core curriculum with the intention of infusing UDL Guidelines into all courses. Educational partners report that teachers need additional instructional and curriculum enhancement tools to elevate achievement of English learners and language proficiency. To meet this need, the school will utilize both Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning (ILPs) and Prescriptive Testing courses. Effectiveness of these targeted actions will be determined by measuring English Learner and Low Income student success on college/career readiness indicators, including percentage of students who complete UC a-g requirements, CTE Pathway Completion, AP and Early College Credit.

- **Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This action is based on the school’s need to improve outcomes for at-risk student groups, as identified by educational partners. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school’s comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2022-23, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department. In addition, the school’s math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups’ literacy skills. And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations and student/parent satisfaction with their educational experience.
- **Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school’s Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. Our Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. In addition, the school’s Healthy Youth staff will

provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for student to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school and supported. Effectiveness of these actions will be determined by analyzing metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

- **Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all of these engagement opportunities, the school will recruit parents of English Learner students by using translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion Officer will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will provide bus passes to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, Audeo Valley plans to continually monitor the effectiveness of these 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 Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. Audeo Valley will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. 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.

The school's percentage to increase or improve services for unduplicated students is 24.65% and the estimated increased apportionment is \$628,826. Overall, services for English Learners, Low Income and Foster Youth are being increased or improved through a range of targeted

actions determined by educational partners that provides services for all groups, or principally directed to a single group. These targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement and prepare for college/career pathways.

The targeted actions and services described in the 2022-23 LCAP that are being provided as an increase or improvement to unduplicated students include:

- **English Learner Achievement Department** (Goal 1, Action 2; Goal 3, Action 2)
- **Certificated Teacher Resources** (Goal 1, Action 4)
- **Counselors** (Goal 1, Action 4; Goal 2, Action 2)
- **Equity and Inclusion Staff** (Goal 1, Action 4)
- **Homeless Foster Youth Liaison** (Goal 1, Action 4; Goal 4, Action 3)
- **Elevation- Instructional Planning Tool for English Learners** (Goal 1, Action 7)
- **Data and Assessment Staff to Publish a Monthly Storybook** (Goal 1, Action 7)
- **Connect Program- Chromebooks and Internet Data Plans** (Goal 2, Action 2)
- **Altus Pathways Advisory Council** (Goal 2, Action 2)
- **Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning and Prescriptive Testing** (Goal 2, Action 2)
- **Math Specialist** (Goal 3, Action 2)
- **AVID and WRITE Professional Learning** (Goal 3, Action 2)
- **Healthy Youth Therapist** (Goal 4, Action 3)
- **Nutrition Program** (Goal 4, Action 3)
- **Resilience in Student Education (RISE) by Healthy Youth Staff** (Goal 4; Action 3)
- **Bus Pass Program** (Goal 5, Action 2)
- **Translation and Interpretation Services** (Goal 5, Action 2)

Of the targeted actions described within this plan, several are services that are provided only to unduplicated students and their families, including:

Foster Youth Liaison, directed specifically to Foster Youth and families:

- Support the identification process, collaborate with the appropriate staff, and course planning
- Support student 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 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

English Language Plan Implementation, directed specifically to English Learners and families:

- English Learner Achievement Department (ELAD)
- Ellevation- Instructional Planning and Monitoring Tool
- BrainPop ELL
- Translation and Interpretation Services

The actions described in this plan that are intended to principally benefit and meet the unique needs of unduplicated pupils, include:

- **Certificated Teacher Resources and Academic Coaches:** These programs/personnel are funded by a combination of grant resources and supplemental funds. These additional instructional personnel provide targeted and supplemental academic instruction to students. While all students may have access to services, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. The intended outcome is to close potential achievement gaps for students of underserved groups.
- **Counselors:** Personnel will provide additional academic, college/career and other supports to unduplicated students. While all students may have access to these actions and services, there is emphasis on providing for students who lack financial resources or will be first in family to attend college/university, including unduplicated pupils.
- **Equity and Inclusion Staff:** Personnel will manage educational services designed to eliminate educational barriers for all students, but with special emphasis on students of color and students of underserved student groups. While these personnel and services may increase engagement and achievement of all students, services will particularly benefit unduplicated students and other high-need student groups.
- **Data and Assessment Staff:** Personnel and resources used to prepare a Monthly Storybook that summarizes performance of student groups. While the Storybook includes schoolwide results, it disaggregates data by Student Group to inform staff of potential achievement gaps that may exist. School staff use this data to make informed decision related to Instruction, Curriculum and Professional Development, with the intention to improve overall student learning, but with special emphasis on closing achievement gaps for unduplicated pupils.
- **Connect Program:** Chromebooks and internet data plans are provided to students and families in need of home technology, as outlined in previous sections. While all students have access to these technology services, the intended outcome is to bridge the gap in family

resources that is widest for students who are English Learners, Low Income and Foster Youth.

- **Altus Pathways Advisory Council (APAC):** The intended purpose of this action is to design curriculum that is rigorous, engaging, aligned with standards and prepares students for college/career. Additionally, APAC integrates Universal Design Learning Guidelines into the schoolwide curriculum to ensure all students can access and participate in meaningful, relevant and challenging learning opportunities. While this specialized curriculum design will benefit all students, the intended approach is to elevate learning of underperforming student groups and unduplicated pupils.
- **Math Specialist:** The intended purpose is to provide instructional staff with professional development focused on increasing student math proficiency. Part of this professional development is the integration of research-based tools (needs analysis, observation protocol) and assistance to identify gaps, integrate current literacy practices and foster systematic changes around literacy. While this professional development will inevitably support the achievement of all students in mathematics, is primarily intended to elevate math performance of unduplicated pupils.
- **AVID and WRITE Professional Learning:** These programs and training opportunities are designed to improve student achievement and college readiness. While these professional learning opportunities will help teachers provide high quality instruction to all students, they are recognized as being of particular importance for unduplicated students and a key means of increasing literacy skills, study habits and a college-going mindset.
- **Healthy Youth Therapist:** Personnel and resources will be utilized to provide students with access to mental health counseling services. These services are especially focused on students who have less access outside school to mental health care and resources. Additional social, emotional and mental health supports have been a priority expressed ongoing across educational partner groups. While all students may access these mental health services, the intended outcomes are to bridge the gap in resources for students' groups, particularly unduplicated pupils.
- **Nutrition Program:** School nutrition is critical to student health and well-being, especially for low-income students. While the nutrition program is available to all students, the intended outcome is to promote a better learning environment for unduplicated pupils who may be facing food insecurity at home.
- **Resilience in Student Education (RISE) with Healthy Youth Staff:** Personnel and resources will be utilized to provide students a series of live interactive broadcasts focused on Social and Emotional Core Competencies. RISE remains a critical component of the school's MTSS Framework. While RISE will be an important program for all students, it has historically been a key component for underserved student groups to maintain a positive school climate and culture.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Audeo Valley is a single-site Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo Valley, like many other LEAs, using the additional Concentration Grant funding to increase staffing has been a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions. However, Audeo Valley has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The school's Human Resources Department has expanded recruitment efforts to multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to single-site LEA	Not applicable to single-site LEA
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to single-site LEA	Not applicable to single-site LEA

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,170,829	\$ 277,213	\$ -	\$ 320,394	2,768,436	\$ 2,335,423	\$ 433,013

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic Approach to Monitor Student Learning for All Students	All	\$ 17,261	\$ -	\$ -	\$ 2,898	\$ 20,159
1	2	Evaluate English Language Proficiency for English Learners	English Learners	\$ 216,511	\$ -	\$ -	\$ -	\$ 216,511
1	3	Academic Instruction and Support for All Students	All	\$ 739,297	\$ 41,845	\$ -	\$ 52,804	\$ 833,946
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 98,865	\$ -	\$ -	\$ 219,559	\$ 318,424
1	5	Academic Instruction and Support for Students with Disabilities	SWD	\$ 63,081	\$ 218,681	\$ -	\$ 29,375	\$ 311,137
1	6	Systematic Monitoring of Academic Performance for All Students	All	\$ 8,876	\$ -	\$ -	\$ -	\$ 8,876
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	\$ 242,772	\$ -	\$ -	\$ -	\$ 242,772
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	\$ 166,585	\$ 16,687	\$ -	\$ -	\$ 183,272
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	English Learners & Low-Income	\$ 40,226	\$ -	\$ -	\$ 2,691	\$ 42,917
2	3	College/Career Pathways for All Students	All	\$ 107,154	\$ -	\$ -	\$ -	\$ 107,154
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	\$ 41,841	\$ -	\$ -	\$ -	\$ 41,841
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 2,130	\$ -	\$ -	\$ 8,267	\$ 10,397
4	1	Safe and Supportive Schools for All Students	All	\$ 49,109	\$ -	\$ -	\$ -	\$ 49,109
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	\$ 49,845	\$ -	\$ -	\$ -	\$ 49,845
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Low-Income & Foster Youth	\$ 37,891	\$ -	\$ -	\$ 4,800	\$ 42,691
5	1	Engagement Opportunities for All Students	All	\$ 288,885	\$ -	\$ -	\$ -	\$ 288,885
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	\$ 500	\$ -	\$ -	\$ -	\$ 500

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,550,911	\$ 628,826	24.65%	0.00%	24.65%	\$ 638,895	0.00%	25.05%	Total:	\$ 638,895
								LEA-wide Total:	\$ -
								Limited Total:	\$ 638,895
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Evaluate English Language Proficiency for English Learners	Yes	Limited	English Learners	All	\$ 216,511	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 98,865	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 242,772	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners & Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners & Low-Income, Homeless & Foster Youth	All	\$ 40,226	0.00%
3	2	Professional Development Focused on Improving Academic Achievement for English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 2,130	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income, Homeless & Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 37,891	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 500	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,454,525.00	\$ 2,021,991.40

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic Cycle of Assessments for All Students	No	\$ 4,920	\$ 4,815
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 124,818	\$ 192,286
1	3	Academic Instruction and Support for All Students	No	\$ 863,683	\$ 503,657
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 163,301	\$ 107,190
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 329,340	\$ 366,487
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 31,813	\$ 31,198
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 200,439	\$ 232,102
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 194,471	\$ 86,052
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 25,119	\$ 39,418
2	3	Pathways and College/Career Readiness for All Students	No	\$ 101,996	\$ -
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 34,041	\$ 24,547
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 7,413	\$ -
4	1	Safe and Supportive School for All Students	No	\$ 49,566	\$ 45,707
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 20,922	\$ 23,815
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 24,119	\$ 20,970
5	1	Engagement Opportunities for All Students	No	\$ 277,564	\$ 342,626
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 1,000	\$ 1,119

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 590,100	\$ 499,114	\$ 591,967	\$ (92,853)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 124,818	\$ 192,285.52	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 124,173	\$ 107,190.41	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 200,439	\$ 232,102.34	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 23,440	\$ 39,418.41	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 2,125	\$ -	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 24,119	\$ 20,970.19	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,393,819	\$ 590,100	0.00%	24.65%	\$ 591,967	0.00%	24.73%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).