



September 30, 2019

Via: Federal Express

Superintendent Peter Livingston
Lucerne Valley Unified School District
8560 Aliento Road
Lucerne Valley, CA 92356

Re: Alta Vista Innovation High Request for Charter Renewal

Dear Superintendent Livingston,

Alta Vista Innovation High (“AVIH”) is appreciative of the support of Lucerne Valley Unified School District. AVIH offers a Personalized Learning model – developed and implemented exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g) – which is a unique public educational model that is tailored to the needs and interests of each individual student. AVIH’s instruction, provided in exclusive partnership with WIOA, is delivered in a year-round program emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. All areas of AVIH’s curriculum are developed and implemented in partnership with AVIH’s WIOA partners resulting in educational programming that infuses college and career readiness skills into Common Core and Next Generation Science Standards, and CTE curricula.

AVIH is an active Dashboard Alternative School Status (“DASS”) school as approved by the State Board of Education in fall 2017. The DASS replaces the previously-administered Alternative Schools Accountability Model (“ASAM”) and holds alternative schools and alternative schools of choice (charter and non-charter public schools) accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning with the fall 2018 release. State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As a DASS school, AVIH meets the criteria in Education Code Section 47607(b)(5): “*Qualified for an alternative accountability system pursuant to subdivision [g] of Section 52052.*”

Thus, pursuant to Education Code Sections 47607(a)(1) and (a)(2), we respectfully request the District staff and Governing Board review and grant the AVIH charter renewal pursuant to the process and timelines specified in Education Code Section 47605 and the California Code of Regulations, Title 5, Section 11966.4 and approve a five-year charter renewal term from July 1, 2020 to June 30, 2025.



It is our opinion that the AVIH charter renewal petition meets the standards and criteria for approval under all applicable laws, including Education Code Sections 47605 and 47607, and presents a sound educational program.

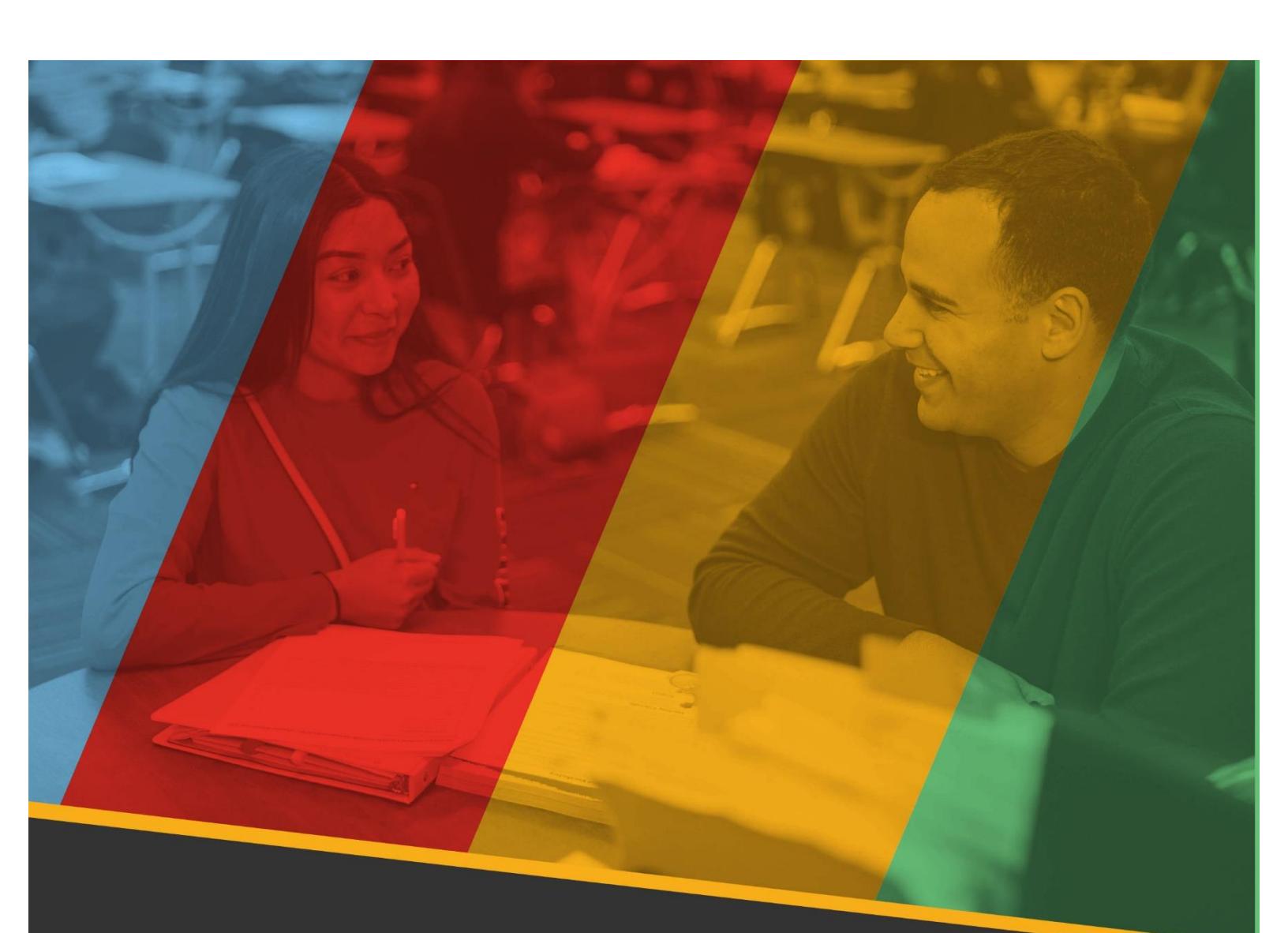
We appreciate the Lucerne Valley Unifies School District's consideration of the AVIH charter renewal petition and look forward to the Board's consideration and action on our charter renewal request.

Should you have any questions or require additional information please feel free to contact me via email at JWilson@learn4life.org or phone (619) 780-1066.

Sincerely,

A handwritten signature in cursive ink that reads "Janet Wilson".

Janet Wilson
Area Superintendent



**Presented To
Lucerne Valley Unified School District**

Grades 9-12

First Approved by Lucerne Valley Unified School District on June 16, 2017

Charter Renewal Submission: September 30, 2019

Term: July 1, 2020 – June 30, 2025

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AFFIRMATIONS and DECLARATION

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for renewal of the charter of Alta Vista Innovation High (“AVIH”, “School” or the “Charter School”), a California public charter school authorized by the Lucerne Valley Unified School District (“LVUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, AVIH will follow any and all federal, state, and local laws and regulations that apply to AVIH, including but not limited to:

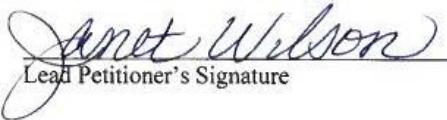
- AVIH will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c)(1)]
- Western Educational Corporation declares it shall be deemed the exclusive public school employer of the employees of AVIH for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(6)]
- AVIH will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- AVIH will not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
- AVIH shall admit all students who wish to attend AVIH unless AVIH receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to AVIH shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of AVIH in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]
- AVIH shall require all students enrolled to participate in curricula that provide instruction exclusively in partnership with any one or more of the following pursuant to Education Code Section 47605.1(g): the federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 *et seq.*) (“WIOA”); federally affiliated Youth Build programs; federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code; or instruction provided to juvenile court school students pursuant to Education Code Sections 42238.18(c) or 1981 and shall continually strive for a healthy, collaborative, synergistic relationship with the District and its partners.

- The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) [pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation]. [Ref. Education Code Section 47605(d)(4)(A)]
- The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. [Ref. Education Code Section 47605(d)(4)(B)]
- The Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) [pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation]. This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b) [pupil suspension and expulsion procedures]. [Ref. Education Code Section 47605(d)(4)(C)]
- The Charter School shall post and maintain on its internet website a notice developed by the California Department of Education of the requirements of Education Code Section 47605(d). The Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times: (i) when a parent, guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil. [Ref. Education Code Section 47605(d)(4)(D)]
- A person who suspects that the Charter School has violated Education Code Section 47605(d) may file a complaint with the chartering authority using the template developed by the California Department of Education. [Ref. Education Code Section 47605(d)(4)(E)]
- Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department. [Ref. Education Code Section 47605(d)(5)]
- AVIH shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including

immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- AVIH will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- AVIH will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- AVIH will ensure that teachers in AVIH hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- AVIH will at all times maintain all necessary and appropriate insurance coverage.
- AVIH shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves AVIH without graduating or completing the school year for any reason, AVIH shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- AVIH may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. [Ref. Education Code Section 47605(n)]
- AVIH shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- AVIH shall on a regular basis consult with its parents and teachers regarding AVIH's education programs. [Ref. California Education Code Section 47605(c)]

- AVIH shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- AVIH shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- AVIH shall comply with all applicable portions of the Elementary and Secondary Schools Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- AVIH shall comply with the Family Educational Rights and Privacy Act.
- AVIH shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- AVIH shall comply with Education Code Section 51745 et seq. related to independent study.



Janet Wilson
Lead Petitioner's Signature

September 30, 2019
Date

INTRODUCTION

Introduction and Review

Charter schools allow local educators and parents to develop innovative programs and schools of choice targeted to local student needs. AVIH recognizes that one size does not fit in learning environments and teaching methodologies.

The petitioners have substantial experience creating educational programs specifically intended for those students who have chosen an alternative method of education for any variety of reasons. AVIH's Founding Group consist of Administrators and consultants who have concentrated expertise in the following areas critical to AVIH's success.

- Curriculum, Instruction and Assessment
- Finance, Facilities, and Business Management
- Organization, Governance, and Administration

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act, Education Code Section 47600 et seq. requires each charter school to have a charter that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

The petitioners present this charter renewal petition of AVIH to the Lucerne Valley Unified School District for consideration and approval in accordance with the requirements of Education Code section 47607 and 47605 for a five-year term from July 1, 2020 through June 30, 2025.

Dashboard Alternative School Status (DASS)

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). Included in LCFF is a new accountability system, the California School Dashboard (Dashboard), which contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. In recognition of alternative schools that serve at-risk/traditionally underserved students, in May 2017 the State Board of Education approved the Dashboard Alternative School Status (DASS) program. The DASS replaces the previously-administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that were incorporated in the Dashboard beginning with the fall 2018 release.

As is described above, and allowed under California State Law, AVIH applied for and is qualified as a DASS school.

Charter Renewal

State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As a DASS school, AVIH meets the criteria in Education Code Section 47607(b)(5): “Qualified for an alternative accountability system pursuant to subdivision [g] of Section 52052.” Thus, AVIH should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a).

Exclusive Partnerships with Workforce Training Programs

All AVIH students shall receive instruction provided exclusively in partnership with any one or more of the following pursuant to Education Code Section 47605.1(g): The Workforce Innovation and Opportunity Act (“WIOA”); federally affiliated Youth Build programs; federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code; or instruction provided to juvenile court school students pursuant to Education Code Sections 42238.18(c) or 1981.

Since each of these federally funded programs has unique models and services that seek out partnerships with educational partners like AVIH, AVIH has entered into exclusive partnerships with WIOA service providers whose services and training are infused in AVIH’s curriculum and other programming and are therefore provided to all AVIH students. These partnerships as documented by MOUs or other forms of written agreements describe the instruction to be provided through AVIH’s exclusive WIOA partnerships with such instruction provided at each location operated by AVIH. AVIH’s federal partners are critical to the ongoing design and implementation of curriculum blending academics with a focus on credit recovery with practical professional and vocational applications.

WIOA which was signed into law on July 22, 2014, reauthorizing the Workforce Investment Act of 1998 , authorizes services for youth, adults and laid-off workers. WIOA is considered to be the most

significant reform of federal job training programs in more than 15 years and a critical step toward helping workers and employers succeed in the 21st century economy.¹

AVIH's instruction provided in exclusive partnership with WIOA shall be provided in a year-round program emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling.

Through its exclusive WIOA partnership(s) AVIH shall provide all students with, among other things, a variety of potential services which will also benefit the communities in which students reside. These services include:

Job Seekers

- Universal access to job search and labor market information
- Advice, counseling and support
- Education and skills training
- Individual choice of service

Youth

- Basic skills assessment
- Resources and guidance help to attain educational goals
- Leadership development opportunities
- Exposure to work environment through training and adult mentoring

Employers

- Influence over local area employment policy
- Improved and trained employee pool
- Development of on-the-job and customized training opportunities
- Assistance for laid-off workers

Community

- Access to local area job market information
- Improved workforce quality
- Services designed for local area needs
- Reduced need for welfare

AVIH believes that investing in the most skilled and talented workforce in the world should be one of our nation's top priorities. In recent years, more than 20 million people annually have turned to federal programs for basic education, job training and employment services. During the worst economic crisis in decades, the workforce system served as the nation's emergency room, administering the critical care to help people get back on their feet.

By providing instruction in exclusive partnership with WIOA, AVIH students will benefit from the symbiotic relationship of academic instruction and WIOA training and services, each improving the

¹ See <http://blog.dol.gov/2014/07/22/promoting-job-driven-training-and-american-opportunity/>

effectiveness of the other to ensure that AVIH students are not only educated for the 21st Century but also trained to become educated participants in the 21st Century workforce. AVIH will strengthen the public workforce system by unifying and streamlining instruction and services to develop educated job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within San Bernardino and adjacent counties. The partnerships will specifically address the needs of students who face unique economic challenges, including out-of-school and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system.

Through AVIH's exclusive partnerships pursuant to Education Code Section 47605.1(g), students will have improved tools to identify and access training options and other employment services best suited to their needs, the ability to complete CTE courses leading to industry-recognized job credentials, and paid internships while still in high school. All areas of AVIH's curriculum are developed and implemented in partnership with AVIH's WIOA partners resulting in educational programming that infuses college readiness skills into Common Core and Next Generation Science Standards, and CTE curricula. AVIH and its partners will leverage and develop business partnerships that will provide all students with access to industry professional guest speakers, student internships, on the job training, and long term career employment opportunities.

Furthermore, businesses will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of AVIH's program will be shaped by the following question: is it helping ready-to-work-educated Americans move into ready-to-be-filled jobs?

As noted in the report, *What Works in Job Training: A Synthesis of the Evidence*, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services², existing evidence on job training for youth demonstrate:

- Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.
- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation- and industry-based training programs, including Career Academies, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.

² See <http://www.dol.gov/asp/evaluation/jdt/>

- Youth disconnected from work and school, including those who also have serious disadvantages such as early-child bearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

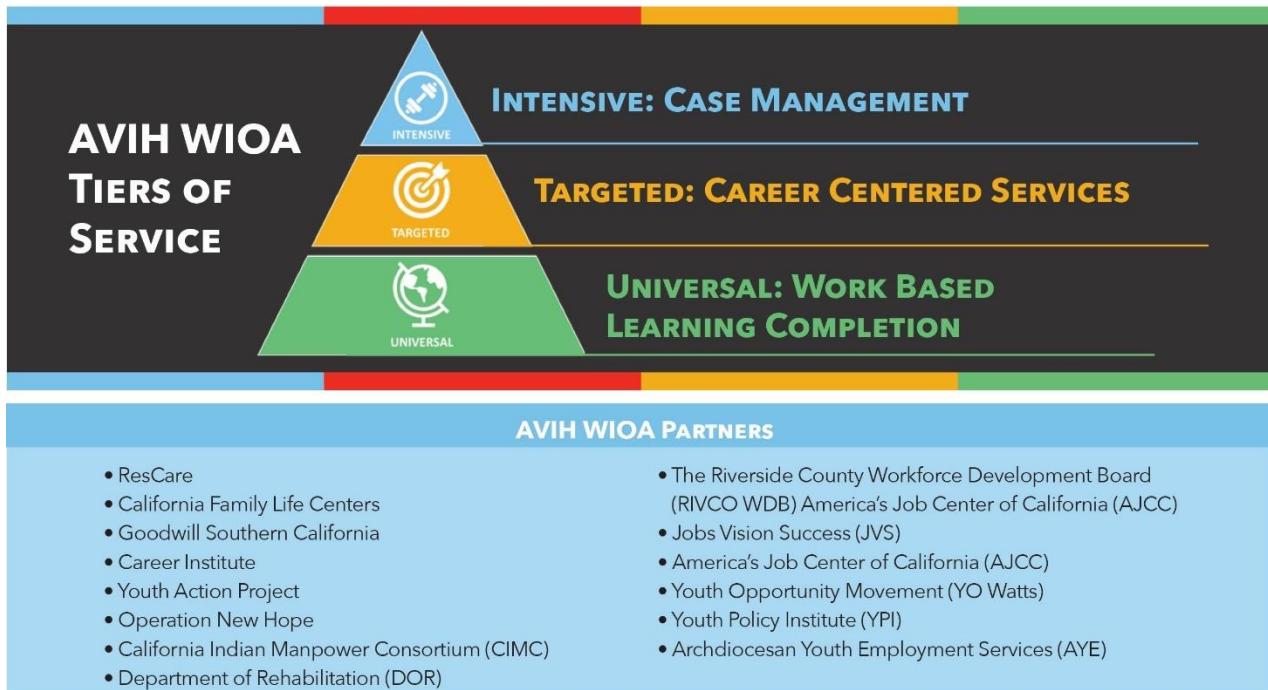
AVIH proposes to serve students throughout San Bernardino and contiguous counties. Currently, only a few schools in the area offer a comprehensive independent study/personalized learning program in partnership with WIOA programs within the same school setting. AVIH seeks to offer students an educational program in which they will benefit from AVIH's WIOA partnerships by receiving a truly unique opportunity to be academically successful while becoming career and college ready.

AVIH Successes for Renewal Petition

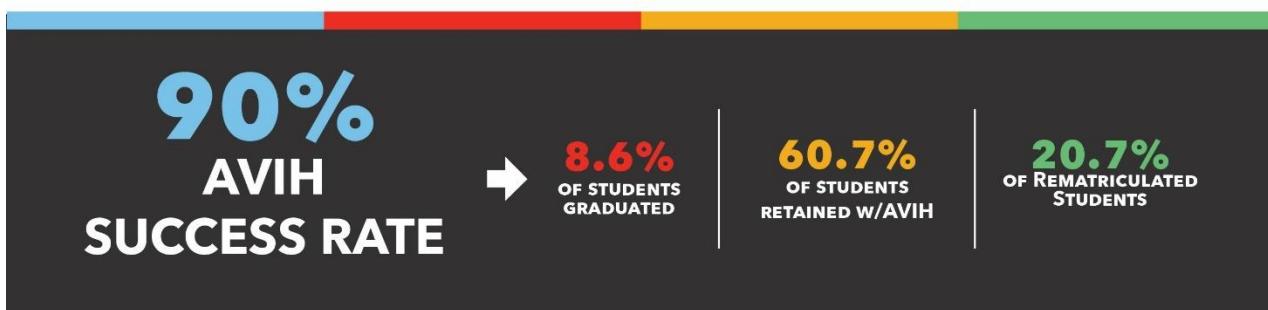
Alta Vista Innovation High School has experienced great success in the previous term. The following pages summarize those accomplishments.



- Alta Vista Innovation High School (AVIH) is a Trauma Informed Career and Community School Program (TICCS) operating in exclusive partnership with any one or more of the following pursuant to Education Code Section 47605.1(g): The Workforce Innovation and Opportunity Act ("WIOA"); federally affiliated Youth Build programs; federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Sections 14507.5 or 14406 of the Public Resources Code; or instruction provided to juvenile court school students pursuant to Education Code Sections 42238.18(c) or 1981. As a "WIOA" charter, AVIH works in collaboration with its WIOA partners to provide all students with curriculum that blends career readiness skills to combine academic curriculum with practical professional and vocational applications. Ultimately, graduates will leave AVIH with the necessary employability and academic skills to achieve their post-secondary and career goals.



- As a TICCS School Program, AVIH partners with social service agencies and post-secondary institutions with the goal of providing students ages 14-24 years old with access to resources to develop college and career readiness, social-emotional skills, and resiliency. AVIH has partnered with ACES Connection following the science of Adverse Childhood Experiences (ACES). ACES Connection is a nonprofit social service agency that operates an online portal sharing best practices in regard to Trauma Informed practices.
- AVIH uses a personalized learning program to serve the needs of a diverse population of students and families for which conventional educational systems are no longer working. Since its inception in July 2017 with an initial enrollment of 843 students at the 9 original resource centers, AVIH has enrolled more than 4,300 students at 20 resource centers in San Bernardino County and adjacent counties. In addition, AVIH has graduated more than 410 students since opening its doors. AVIH owes its success to its mission of reengaging students through the personalized learning approach and to the collaborative relationship with its authorizer, Lucerne Valley School District.



AVIH
GRADUATE NUMBERS

Snapshot Date	Students
2017-2018	153 Graduates
2018-2019	237 Graduates
2019-Present	20 Graduates and Counting

- AVIH offers a rigorous Career Technical Education (CTE) program that currently includes the pathways of Child Development, Emergency Medical Technician (EMT), Cosmetology, Construction, Business, Informational Technology (IT), Health Care, Transportation, Media Arts, and Manufacturing. These courses support students with career/college readiness while exposing students to alternative hands-on learning labs. The pathways also provide students with work-based learning opportunities where they can master their craft. These opportunities come in the form of informational career related fieldtrips, access to guest speakers from various industries, and internship opportunities with local businesses. In addition to its CTE pathways, all AVIH students are required to complete both a Work Readiness Skills course and Foundations in Computer Literacy course as a means to ensure basic competencies with necessary employability skills for post-secondary success.

AVIH Career Technical Education (CTE) Program

CTE Pathways	Career Readiness Skills Courses	Quick Certificated Programs Offered	Dual Enrollment Opportunities
<ul style="list-style-type: none"> Child Development Emergency Medical Technician (EMT) Cosmetology Construction Business IT Health Transportation Media Arts Manufacturing Business Management Global Logistics 	<ul style="list-style-type: none"> Work Readiness Skills Career Assessment Foundations in Computer Literacy And a variety of introductory CTE career fields offered through Plato Courseware. Professional Skills Personal Finance 	<ul style="list-style-type: none"> ICT w/ CompTIA A+ certification & PC-Pro certification Grounds & Maintenance w/ WAXY certification Food Handler Health (PPA, HHA, Lift, Team, BLS, CPR, First Aid) OSHA 10 Drivers License Forklift Certification Braiding Certification 	<ul style="list-style-type: none"> Chaffey Community College San Bernardino Valley College Riverside City College Victor Valley College East Los Angeles College Ben Clark Training Center-Pending

In addition to providing AVIH students with entry level experience into such industries as EMT/Medical Response, Information Technology, Child Development and Cosmetology, AVIH students have access to earning professional related certificates at various stages of the pathways. The earning of "quick" certificates helps to keep participating students motivated, and it allows them the ability to begin applying for job positions within their career pathways prior to completing all required courses. AVIH continues to work on providing students with post-secondary/career pipelines into the six emerging industries recognized by both San Bernardino and Riverside County Workforce Development Departments in the areas of Health Care, Logistics, Advanced Manufacturing (Welding, Metal Fabrication, CNC, Woodworking, Prototyping), Construction, Renewable Energy and Hospitality.

- AVIH provides free tutoring services throughout the day at all resource centers. All tutors receive ongoing professional development with Socratic questioning skills, cognitive coaching, effective classroom management, as well as various processes related to the six steps of an AVID tutor. In addition, tutors work closely with each student's teachers to collaborate on student progress and address student needs. This collaboration takes place through direct communication with teachers, via email, and through documentation on the school's SIS system.



- All AVIH staff is Trauma Informed and Restorative Practices trained. Both administrators and teachers know that many of AVIH's students have experienced or are experiencing adverse conditions that lend themselves to behavior problems and academic failure. To counter these adverse experiences, AVIH strives to create trauma-sensitive learning environments with attention given to the "why" a student is acting out or being unsuccessful and in helping students become resilient learners through the teaching of self-regulation and emotional coping skills. AVIH further promotes resilient learners through its use of school-based Restorative Justice Practices when dealing with student discipline matters.

AVIH EXPULSION/SUSPENSION DATA

EXPULSIONS:		SUSPENSIONS:			
2017-2018	-	0 EXPULSION	2017-2018	-	0 SUSPENSIONS
2018-2019	-	0 EXPULSIONS	2018-2019	-	0 SUSPENSIONS

• AVIH provides students with virtual course options through Plato Courseware by Edmentum and APEX Learning. Plato and APEX are Common Core Standards aligned online learning programs. Plato and APEX course offerings include English 9-12, Pre-Algebra, Algebra, Geometry, Algebra 2, Economics, American History, World History, Geography, U.S. Government, Earth Science, Health, PE 1, PE 2, and a variety of electives and introductory CTE courses.

• AVIH currently uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment data to determine how teachers can better support their students. All newly enrolled students take an initial math and reading assessment to determine the baseline measure of student performance. This information allows the teacher to determine appropriate course placement, make necessary adjustments to instruction to address student needs, and create a Personalized Learning Plan (PLP) for each student. Current students continue to take the MAP assessments in the fall and again in spring in order to measure academic growth.

• AVIH continues to provide its students with a rigorous curriculum that is aligned to the Common Core Standards and Next Generation Science Standards (NGSS). AVIH works in collaboration with other Learn4Life partner charters to ensure that all students have access to a quality curriculum and instruction.

• In order to meet the needs of its growing virtual/blended learning course options, its expanding CTE and career readiness program, and to stay on the cutting edge of technology, AVIH has made several upgrades to its technological infrastructure. Improvements include but are not limited to upgraded computer servers, increased internet and intranet bandwidth, new phone systems, new Google School accounts, new computers including Chromebooks for tutors, and upgraded hardware.

• Although the majority of courses offered are Independent Study Courses, AVIH recognizes students have unique learning needs; therefore, the following courses are offered using a small group instruction (SGI) model: Pre-Algebra, Algebra, Geometry, science labs, math intervention labs, Art 1, Art 2, Digital Art, ICT courses, Spanish 1, and Spanish 2. AVIH also provides System 44, Read 180 and a variety of intensive literacy courses as an intervention to improve student literacy and make the curriculum more accessible to students by addressing their literacy needs. In addition, AVIH supports identified English Language (EL) students through its English Learner Master Plan using available EDGE curriculum, ESL Reading Smart, READ180 and System 44 for students needing additional language support. In order to maximize student support, all SGI classes are purposely kept to 10 to 14 students.

AVIH CAASPP Data*

CAASPP Subgroups (2018 ELA Baseline Data)		CAASPP Subgroups (2018 Math Baseline Data)	
ELA--ALL Students	2018	Math--ALL Students	2018
Meets/Exceeds Standards	16.17%	Meets/Exceeds Standards	1.15%
Nearly Meets Standards	28.20%	Nearly Meets Standards	6.90%
ELA--EL	2018	Math--EL	2018
Meets/Exceeds Standards	0.00%	Meets/Exceeds Standards	0.00%
Nearly Meets Standards	10.53%	Nearly Meets Standards	0.00%
ELA--RFEP	2018	Math--RFEP	2018
Meets/Exceeds Standards	25.00%	Meets/Exceeds Standards	1.56%
Nearly Meets Standards	37.50%	Nearly Meets Standards	7.81%
ELA--Ever-ELs	2018	Math--Ever-ELs	2018
Meets/Exceeds Standards	19.27%	Meets/Exceeds Standards	1.22%
Nearly Meets Standards	31.33%	Nearly Meets Standards	6.10%
ELA--SPED Students	2018	Math--SPED Students	2018
Meets/Exceeds Standards	0.00%	Meets/Exceeds Standards	0.00%
Nearly Meets Standards	23.08%	Nearly Meets Standards	0.00%
ELA--SED	2018	Math--SED	2018
Meets/Exceeds Standards	15.81%	Meets/Exceeds Standards	0.87%
Nearly Meets Standards	26.92%	Nearly Meets Standards	6.11%

*The 2017-2018 school year marked the initial year for AVIH students participating in Smarter Balanced Tests in ELA and Math.

When students enroll at AVIH they are often credit deficient or have experienced ongoing difficulties in the core subject areas of ELA and math as indicated on their transcripts and initial NWEA MAP assessments. On average, students enter AVIH with a 6th grade equivalent reading level and 5th grade equivalent math level, thus California Assessment of Student Performance and Progress (CAASPP) results often indicate deficiencies in English language arts/literacy and mathematics standards. Utilizing both NWEA MAP results and Smarter Balanced test results, AVIH provides supplemental ELA/literacy support to students using a combination of tutoring, small group instruction (SGI), intensive literacy courses and/or Read 180 for assistance. For students who are struggling or below grade level in math, AVIH provides students with supplemental support using a combination of tutoring, small group instruction (SGI) and/or remedial based math courses are assigned.

- In the winter of 2018, AVIH received its initial three-year accreditation from the Western Association of Schools and Colleges (WASC). WASC accreditation ensures that an academic institution meets a strict set of criteria for student learning. It also requires a continuous cycle of reflection and school improvement. By achieving WASC accreditation, AVIH demonstrates to the community that it is a trustworthy and effective learning institution committed to the improvement of its academic program as measured by student success. It also ensures students will have the ability to enroll in a 4-year college program that requires a high school diploma from a WASC accredited institution.
- AVIH has many extracurricular activities for its students in order to foster necessary social and emotional skills while building upon their academic knowledge. Such activities include CTE based field trips to local construction sites, manufacturing facilities, and architecturally significant venues such as the Maloof House. Students also participate in post-secondary educational fieldtrips to the Intec Center, Victor Valley college vocational programs, and participate in educational events like construction competitions. Teacher led field trips include whale watching, trips to the Ronald Regan Presidential Library, Museums, and Little Tokyo as well as out-of-state and international Pathways Trips to China, Italy, Washington D.C., NorCal College Tour and Service Learning, New Orleans.
- AVIH also has many clubs that students can participate in such as the Student Ambassador Club, Multi-Cultural Club, SPEAK (Sounding Poets Expressing Articulately and Kinesthetically), EmpowHer (young women's mentoring group), and SOURCE (Students of United Respect Consciousness, and Energy). Throughout the year, the clubs' students and advisors organize different fundraising events for the school community.

- The 2017-2018 school year marked AVIH's inaugural year in offering organized sports to its students. AVIH student-athletes are able to participate in basketball, cross country, spirit squad, and soccer. In addition, student athletes also have the opportunity to participate in sporting camps designed to help them not only become better athletes but also develop positive character traits that come from the spirit of competition and the discipline required of all athletes.

2018-19 Demographics (DataQuest)

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Alta Vista Innovation High	1,522	19.20%	1.10%	0.30%	0.30%	62.60%	0.30%	12.90%	2.80%	0.50%
Lucerne Valley Unified	741	2.0%	0.8%	0.8%	0.5%	48.4%	0.4%	43.7%	2.7%	0.5%
San Bernardino County	406,069	8.20%	0.40%	3.80%	1.30%	65.50%	0.40%	17.20%	2.20%	0.90%
Statewide	6,186,278	5.40%	0.50%	9.30%	2.40%	54.60%	0.50%	22.90%	3.60%	0.90%

2018-19 Enrollment by Subgroup (DataQuest)

Lucerne Valley Unified Report (36-75051)		Alta Vista Innovation High Report (36-75051-0136432)	
Subgroup	Non-Charter School Enrollment	Subgroup	Enrollment
English Learners	6.90%	English Learners	13.50%
Foster Youth	1.10%	Foster Youth	1.80%
Homeless Youth	4.60%	Homeless Youth	7.80%
Migrant Education	0.00%	Migrant Education	0.00%
Students with Disabilities	13.10%	Students with Disabilities	16.70%
Socioeconomically Disadvantaged	86.90%	Socioeconomically Disadvantaged	90.00%
All Students	741	All Students	1,52

- The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC has created a UC Doorways website that provides complete information about the high school courses approved for admission to the university. These approved courses are referred to as A-G approved courses. AVIH currently has 70 courses approved on the UC Doorways website, which would enable a AVIH graduate to meet UC and CSU graduation requirements.
- AVIH is an active Dashboard Alternative School Status (DASS) school as approved by the State Board of Education in fall 2017. The DASS replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that will be incorporated in the Dashboard beginning with the fall 2018 release. As a DASS school, the State recognizes that AVIH serves a high-risk student population to which the current performance measurement methods used in traditional schools do not accurately reflect student success rates being achieved in DASS schools.



- Charter Renewal—State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As a DASS school, AVIH meets the criteria in Education Code Section 47607(b)(5): "Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052." Thus, AVIH should be granted a charter renewal term pursuant to Education Code Section 47607(a).

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii)

PERSONALIZED LEARNING

AVIH will offer a non-classroom based Personalized Learning program for grades 9-12.

Our Personalized Learning model – developed and implemented exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g) – is a unique public educational model that is tailored to the needs and interests of each individual student. Personalized Learning is a 21st Century, "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each student. Research confirms that every individual assimilates information according to his/her own unique style, need, and interest³.

Personalized Learning is dedicated to developing individualized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows AVIH to combine multiple assessment levels of student academic achievement through regular assessment testing, in addition to annual state-mandated testing programs, compiling student work samples, and personal conferencing.

The Personalized Learning Model recognizes the value of parental involvement and participation in their child's education and learning process, and values on-going teacher development training.

³ Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70.

There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

AVIH's Personalized Learning model is based on the intent of the Legislature that Independent Study Personalized Learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) AVIH understands that Personalized Learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in a traditional school. The California Department of Education ("CDE") in its Independent Study Operations Manual has noted the benefits to serving an at-risk/traditionally underserved population through Personalized Learning. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. These students often drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Personalized Learning can be an opportunity to change direction and continue their education. The conventional classroom simply does not meet their needs. To overcome these obstacles, AVIH offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level.

Utilizing resource centers as meeting/instructional places for students, parents and teachers, the program's intent is to optimize student learning potential and success by actively engaging students in the learning process. AVIH's Independent Study program engages students by providing them with access to well-qualified teachers, tutors, personalized instructional support via one-on-one teaching, and small group instruction with an emphasis on supplemental support. In addition, the Independent Study program allows AVIH to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. AVIH shall offer this Personalized Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

The Personalized Learning program at AVIH targets students who are academically deficient, or who may have stopped attending school regardless of achievement levels. Students in our program tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons were unable to maintain enrollment within the traditional schools. AVIH's Personalized Learning program offers individualized instruction, curriculum and a flexible schedule which meets the needs of students who have to work in order to provide for their family or themselves, students who may be living on their own, or pregnant or new and young mothers who have child care problems.

The comprehensive education program at AVIH, provided exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g), incorporates diverse teaching methods, a comprehensive interdisciplinary, standards-aligned curriculum, on-going assessment of student progress, a strong parent involvement component to build resiliency and empowerment of students as well as a strong emphasis on the basics to build a solid foundation to

develop independent learners who possess the critical thinking skills needed to apply learning to real world situations.

The Personalized Learning Model recognizes the value of parental involvement and participation in their child's education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

AVIH offers a core curriculum that meets all California state standards, as well as electives. Enrolling students will have their transcripts evaluated and will take assessment tests to determine their appropriate beginning level of instruction. The order in which the instruction is offered to the student will be tailored to the individual student in a manner that will best maximize learning. Students will be given the opportunity to complete an integrated course sequence including, but not limited to, career exploration and guidance, opportunities for skills training in in-demand industries and occupation, career technical education and work readiness coursework, with the goal of successfully preparing students for jobs in a pathway, enrollment in post-secondary education or registering for apprenticeships. All instructional programs shall meet all applicable statewide standards. The curriculum challenges students higher level cognition and sets clear expectations that focus on fair and credible evaluations, recognition of accomplishment, academic rigor in a thought provoking curriculum and self-management of learning.

AVIH offers a unique approach to the Personalized Learning Model through the Resource Center(s), which has the feel of a welcoming environment, creating a comfortable and safe haven for learning. Students and parents have the opportunity to utilize the Resource Center(s) as a meeting place if they so wish, as well as the educational hub where the student will participate in various educational and job training programs organized by AVIH and our workforce partners. Appointments can be made by the parents to meet with tutors that will provide assistance to the students upon request. Parents can also meet with their assigned teacher for assistance as well as clarification of the assignments provided to the student. During that appointment, the lesson can be explained and assigned. There will be time for questions and discussion for everyone; the parents, the student and the teacher. It is important to understand that students learn in an independent model setting and the resource centers are a tool for delivering Federally funded training programs in partnership with the Charter School's educational offerings.

Mission and Vision Statement

The mission of AVIH is to re-engage students who have either dropped out or who are in danger of dropping out of school and then increase their personal and academic skills to support them in becoming career, college and/or military ready according to their own personal paths. Some students will graduate with us and others will re-matriculate into other schools, but all will persist, and potentially graduate from high school. AVIH will engage students who are no longer enrolled in a traditional classroom program or who prefer personalized learning education whose goal is to successfully prepare students for work or college readiness through our integrated personalized program of work readiness coursework and WIOA partnerships.

AVIH equips students with two kinds of literacy necessary in the 21st Century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. AVIH will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards. Through Personalized Learning programs, utilizing an independent study model, students in grades 9-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st Century.

Our vision is to encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend the colleges or vocational schools of their choice and to value service to others in society.

Alignment of Program to Mission

Help the student master basic skills:

Teachers use assessment results to personalize work, for each individual student, and determine which areas to target for skills improvement or tutoring services. Results are also used to track the student's progress and to gauge prospects for growth in order to assist the student in reaching the highest possible level of achievement.

Examples are, specialized math instruction, remedial reading instruction and North West Evaluation Association ("NWEA") and Measures of Academic Progress ("MAP") assessment.

Move toward mastery of technology:

1. All enrolling students utilize computers in participating in the NWEA.
2. Students are encouraged to complete assignments using a computer whenever possible.
3. Computers are available at the resource center for any student who does not have access at home.
4. Specific instruction from fundamental to advanced computer skills are provided in:
 - Computer Fundamentals
 - Operating Systems/Windows
 - PowerPoint/Office
 - Access/Office
 - Excel
 - Microsoft Word

Develop Interest in Life-Long Learning:

1. Remedial reading instruction is provided.
2. Content concepts taught are associated with real-world issues whenever possible to give meaning and high interest to the student.
3. Students are introduced to a broad spectrum of topics including, World History, World Literature, Art History, Art, Foreign Language, Science, Mathematics and Computer programs.

Become a responsible, contributing member of society.

1. One of the options for the AVIH Work Readiness class requires the student to participate as a volunteer in an approved community service organization.
2. Instruction that includes Work Readiness course work with our WIOA partnerships encourages the student to “Job Shadow” in a career area of his/her interest. As part of Work Readiness courses and clubs, students are able to participate as a volunteer in an approved community service organization.
3. Students take a mandatory Work Readiness course, including Virtual Job Shadow, which provides actual virtual job videos and experiences. Students leave the course with a polished resume, cover letter, thank you letter, and a mock job interview. All students, by board measure, will complete the Work Readiness course, which is co-created by our WIOA partners and AVIH CTE teachers. Work Readiness serves as the introduction to Career Technical Education pathways for students.
4. High accountability in attendance and satisfactory completion of all assignments at AVIH helps to develop student confidence adding a sense of personal worth and self-importance. This, in turn, empowers students to perform credibly by improving the quality of their work.

Attendance Expectations/School Calendar

A student of AVIH will attend pre-determined progress meetings in order to gain assistance toward completion of assignments within the learning period. Students are expected to pursue independent research and completion of assignments. Tutorials are available at the resource center to provide extra assistance when it is requested by either teacher or student.

The Charter School offers a year round program with a school calendar of approximately 250 days. School days will be a minimum of 175 days; however, AVIH may extend the number of school days. The number of instructional minutes will be commensurate with the number of instructional minutes required by the State.

Educational Philosophy

Students Whom the School is Attempting to Educate.

The School is attempting to educate the following students:

- Those who have stopped going to school.
- Those who have not graduated.
- Those who have adult responsibilities.
- Those who work better in an independent study learning environment.
- Those who have unavoidable scheduling conflicts that keep the student from attending traditional school.
- Those who have been identified as academically low achievers.
- Those facing employment challenges.
- Those who are socio-economically disadvantaged.
- Students who seek a safe school setting or are victims of ongoing bullying.
- Homeless and Foster Youth Students

In addition to providing a comprehensive core curriculum, the goal of AVIH is to provide the following services to students exclusively in partnership with WIOA and/or other programs pursuant to Education Code Section 47605.1(g).:

- Financial literacy
- Entrepreneurial and Work Readiness and Professional Skills training
- Services that provide labor market and employment information in the local area
- Activities that help youth transition to postsecondary education and training
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

As part of AVIH's graduation requirements, all students will complete a Work Readiness course, a Foundation in Computer Literacy course, and complete a career interest survey. These requirements will assure that all students possess the basic employability and academic skills needed for post-secondary success.

Upon enrolling at AVIH, all students meet with our teachers to explore career and college interests, to determine eligibility level for various WIOA services, to ensure appropriate course placement and determine need for remediation and additional support. This ensures that the curriculum presented to students is the most appropriate and beneficial toward student attainment of the content standards. Our diverse independent study model is based on the intent of the Legislature that independent study is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) AVIH understands that independent study in and of itself is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in traditional schools. The California Department of Education ("CDE") in its independent study operations manual has noted

the benefits to serving a traditionally underserved at-risk population through independent study. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. Students with these problems are often labeled "at risk/traditionally underserved." These students drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, independent study can be an opportunity to change direction and continue their education.

Our school is targeting at-risk/traditionally underserved students, not only those that are academically low-achieving, but those who may have stopped attending school regardless of achievement levels.

Our program complies with Education Code Section 51746 to ensure that our students have the same access to the existing services and resources that they would have received in a traditional school within the District. These services include a facility staffed on a full time basis by credentialed personnel, ongoing tutoring at the resource center and regular one-on-one meetings to go over assignments and assign new materials.

Furthermore, one of the goals of the Charter School is to reinsert the student back into traditional public schools whenever possible. Ongoing assessments shall be conducted to ensure that independent study is the appropriate educational option for the student, and for those students for whom that answer is "no," the School will work with the student and the school district of residence to ensure that this student is aware of all the educational options available. Students are encouraged to take advantage of our onsite tutors to help them through their coursework and enhance their learning experience. However, if students are not at the learning centers or are working from home, they also have access to virtual tutors to ensure their needs are being met, regardless of their location and availability to be on campus.

Our tutoring program is just one of the supplemental supports offered to improve student learning. AVIH also offers a wide variety of curricular and instructional options to meet the needs of all students. Our core curriculum is tiered to ensure students are obtaining the right balance of rigor and accessibility, while maintaining fidelity in hitting the Common Core Standards. For our students performing well below their achievement level, AVIH has developed a robust intervention system around literacy and math skill development, in which students are able to fast-track skill gaps and quickly move towards grade level proficiency. Some of these interventions include: Read 180, Math 180, Writing Intensive (ThinkCERCA), small group instruction and an extended Algebra Course (with imbedded use of Math 180). Though our tiered curriculum and intervention options, AVIH has made access to education 100% accessible to all our students. Additionally, our diagnostic and ongoing assessment process allows for us to make informed and prescriptive decisions around academic planning, leading to greater overall academic success.

AVIH does provide an alternative education program to students who have not had success in traditional, comprehensive schools and who became separated from the regular education program. AVIH has demonstrated its ability to reconnect these students to the education process and to enable them to continue their education.

Counseling

The CDE Independent Study Operations Manual also stresses the importance of counseling. Counseling and guidance are especially important for "at risk," students because they may end up feeling forced to drop out of independent study because of continual personal problems. As a result, our program shall make every effort to recognize early warning signs and offer guidance or make referrals to in-house resources or to community resources.

AVIH is dedicated to a 350 to 1 student to counselor ratio. The counselors incorporate the American School Counselor Association (ASCA) model to maximize student potential in the three domains: Academic Counseling, Social Emotional Counseling, and College and Career Guidance Counseling.

One of the greatest benefits of independent study to our "at risk" population is the increased self-esteem, as a by-product of the one-to-one teacher-student relationship and a relationship with the school counselor.

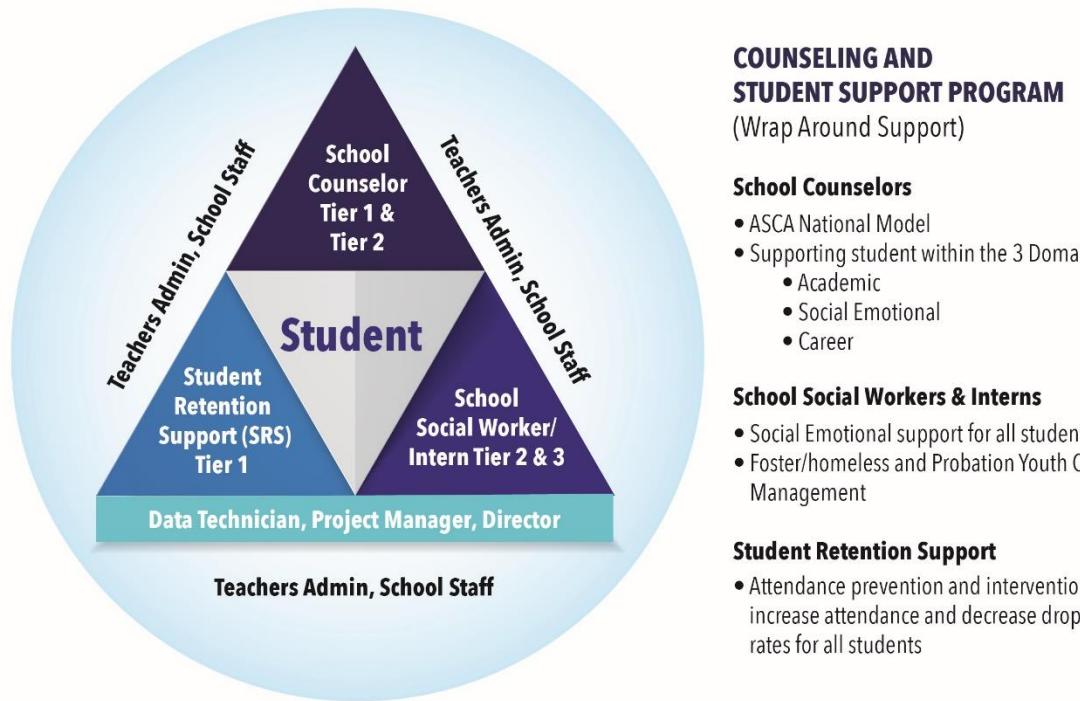
The counseling department is dedicated to supporting student academic success. Our counseling department consists of two positions, Counselors and Student Retention Support, School Social Workers and Social Work interns. All working within a Multi-Tiered, Multi-Domain System of Supports (MTMDSS).

Besides focusing on the three domains of personal-social issues, academic issues, and college and career guidance, the counselors demonstrate a commitment to the growth mind set of our students. Our counselors are trained in trauma informed and restorative practices to break generational cycles of underachievement.

Our counselors place an emphasis and meet regularly with distinct target groups in the school population including new students, adult students, re-enrolling students, seniors, foster, depressed or suicidal and homeless students. Our counselors also provide teacher and parent support in the form of consultation, collaboration, and referrals to supporting agencies.

Our Student Retention Support ("SRS") develop relationships with students to foster attendance and retention of students, assuring students stay on track to graduate. Our Student Retention Supports interface with families and even make home visits to promote the success of the students. For students that struggle with attendance, the SRS quickly schedules attendance intervention meetings to promote attendance and remove barriers to attendance and student success. More intensive supports come in the form of Student Retention Meetings (SRMs). Many restorative methods are implemented in these meetings to support students.

Below is a diagram describing the major functions of the Counseling and Student Support programs:



What does it mean to be an Educated Person in the 21st Century?

AVIH identifies an Educated Person in the 21st Century as one who is committed to life-long learning and has the basic tools that this requires.

If students are going to understand themselves and the larger community and advance in the 21st Century marketplace, we are committed to assist them to:

- Develop clear and effective reading, writing, and oral communication skills;
- Master the fundamentals such as reading, writing, mathematics, science, and social studies;
- Acquire a strong foundation in mathematical reasoning skills;
- Develop strong technological skills;
- Develop character and the ability to respect the differences that arise in a multi-cultural community;
- Learn about the cultural, economic, geographical, political, and technological forces which have impacted their community, country, and the world;

- Acquire knowledge and skills in the sciences and the ability to conduct inquiries using the scientific method and problem-solving skills;
- Find, select, evaluate, organize, and use information from various sources;
- Participate in the creation of and developing an informed appreciation of the arts;
- Acquire knowledge of pertinent health issues and the development of physical fitness;
- Develop self-motivation and confidence to successfully accomplish multiple responsibilities and challenges that are faced daily;
- Recognize the importance of personal responsibility and respect for others;
- Accept challenges and utilize opportunities;
- Learn more about themselves and demonstrate critical decision-making skills necessary to be a responsible citizen.

AVIH believes that students must be ready to work with others from diverse backgrounds, adapt to changes and lead others through transformational processes. An educated person needs to explore and appreciate her/his creative potential, and be a strong supporter of the community, using the power of the individual to improve everyone's quality of life.

How Learning Best Occurs

Students, parents, and educators form a partnership that is the foundation at AVIH. We believe that learning best occurs when students are enthralled and engrossed by the studies they find themselves involved in and are supported by parents and teachers' high expectations and involvement. At AVIH, the major focus is on teaching for meaning – gearing reading instruction to comprehension, writing instruction to composing extended text, and mathematics instruction to conceptual understanding and problem-solving.

By integrating the following strategies into our educational program, we believe we can allow all students to grow to their maximum potential, and foster in them a lifetime love of learning:

- a. High Expectations to Produce High Achieving Students:** Studies have shown that students' achievement has increased when parents and teachers have high expectations. At AVIH we focus on students' goals and treat student-initiated plans for growth as completely achievable by the student with proper planning, skill development, and support. We offer a challenging curriculum based on California Content Standards.
- b. Personalized Learning within a Supportive Environment:** Students are given the opportunity to drive their educational process, as well as encouraged to broaden their areas of interest. Studies show that optimal learning takes place in one-on-one supportive learning

environments. Students can move ahead if doing well, or concentrate longer on challenging areas in order to master concepts. In essence, each student is allowed to learn at his/her own pace but pushed to their utmost potential.

- c. **Integration of Computer Technology into the Learning and Project Environment:** AVIH considers technology a “power tool for learning.” Our vision is students and educators using technology for many learning tasks. A well-designed technological infrastructure helps create a model 21st-Century learning environment, encouraging students to learn efficiently in order to prepare to be a part of a technological-based workforce.
- d. **Technology is used in a variety of disciplines.** The creative process is reinforced through the students’ use in development of interactive electronic media to complete and submit project assignments. Multimedia helps facilitate learning that is tailored to individual learning styles, taking advantage of the differing “multiple intelligences” of all students.
- e. **Fair and Credible Evaluations.** The Charter School uses pre-assessment testing to evaluate all incoming students and regularly reassess. Tests, exams and classroom assignments shall align to measure the student’s achievement of Statewide Standards.
- f. **Recognition of Accomplishments.** Students need to be motivated by regularly recognizing their accomplishments. Listed below are some ways in which recognition is given:
 - Positive telephone calls are made to a parent or guardian.
 - Positive notes are sent to a parent or guardian.
 - Certificates and coupons are given to students.
 - Frequent praise and positive comments made by teachers and other school employees.
- g. **Academic Rigor in a Thinking Curriculum.** Thinking and problem solving are the “new basics” of the 21st Century. In every subject, at every grade level, instruction and learning include commitment to a knowledge core, high thinking demand and active use of knowledge.
- h. **Self-Management of Learning.** The Personalized Learning program allows students to maintain their own time schedule. All students can manage their own learning by evaluating feedback they get from teachers and others. Students can bring their own background knowledge to bear on learning difficulties and judge their progress toward a learning goal.
- i. **Learning as Apprenticeship.** By providing students with real-life experiences, mentoring and coaching, students can acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. A vocational program will teach students practical skills and a strong sense of responsibility, while providing value to the people and property of the community. The Charter School works closely with various community and business organizations to provide practical opportunities to the student.

- j. **Parental/Guardian Involvement.** Taking into consideration the high risk population of the Charter School, AVIH is committed to making all efforts to engage guardians and families in the learning and decision-making process of their student's education. Guardians and families receive newsletters, open house notifications and are encouraged to meet the teachers.
- k. **Safe Learning Environment.** By providing students with a safe bully-free learning environment, our trauma informed and restorative practices trained staff promotes the basic student need of safety in order to learn.

Curriculum

AVIH delivers instruction through an integrated education and training model in exclusive partnership with WIOA. AVIH's WIOA partners are critical to the ongoing design and implementation of curriculum, blending academics with a focus on credit recovery with practical professional and vocational applications. All areas of AVIH's curriculum are developed and implemented in partnership with AVIH's WIOA partners resulting in educational programming that infuses college and career readiness skills into Common Core and Next Generation Science Standards, and CTE curricula.

AVIH's core curriculum is completely standards-aligned. Mathematics and English Language Arts curricula correspond with the Common Core State Standards; Science curricula reflects performance expectations set forth in the Next Generation Science Standards (NGSS) with alignment to the 2016 California Science Framework; Social Studies curriculum is based on the Literacy in History framework within the Common Core State Standards and informally utilizes concepts within the C3 framework. The curriculum, across all subject areas, directly meets the needs of the diverse student population served, including those that are economically disadvantaged, English Learners, and/or students with disabilities; the integration of Special Designed Academic Instruction for English (SDAIE) strategies ensure all content is readily accessible by all students. The AVIH curriculum is developed by well-qualified curriculum teams, with input from subject area teachers and WIOA partners. Curricula is consistently piloted, reviewed, and revised by the curriculum teams, with feedback and input from subject-area teachers, students and WIOA partners.

In addition to on-going review and alignment of curriculum in collaboration with WIOA service providers, all AVIH students are required to take a mandatory Work Readiness course, including Virtual Job Shadow, which provides actual virtual job videos and experiences. Students leave the course with a polished resume, cover letter, thank you letter, and a mock job interview. The Work Readiness course, is co-created by our WIOA partners and AVIH CTE teachers, and is a graduation requirement for all students. Work Readiness serves as the introduction to Career Technical Education pathways for students. Instructional materials and curriculum may be added or changed based on the needs of students and as determined by AVIH.

Metacognitive development is also supported by the curriculum, specifically in the areas of self-monitoring and self-management. Embedded in student curriculum are 1) Pacing Guides that all teachers model to students on how to utilize and set dates for lesson completion and/or additional intervention with tutors, and 2) formative lessons and credit checkpoints that ensure students are accountable for learning new content in manageable chunks. Teachers and students are trained on

how to utilize lesson and credit checkpoints to find the specific standards on which students need additional intervention and support. The credit checkpoints, included for most courses directly before the quiz, have all questions labelled with their appropriate section numbers. The checkpoints provide students feedback about their level of content mastery before the final credit assessment, which reduces the likelihood of students failing a test they were not prepared for. This also provides students the ability to self-monitor their own mastery and growth on benchmark standards mapped out previously with their teacher.

Curriculum writers across English, Mathematics, Science, and Social Studies are trained on finding relevant connections to students' lives and including them into the curriculum. Students are given opportunities throughout their coursework to share these connections orally and through writing, with their teachers either via one-on-one, or in a small group environment with other students. In addition to culturally relevant connections, the curriculum integrates a multitude of supports and resources, such as graphics, interactive charts, and reference materials, to ensure that all new knowledge is structured and organized for students.

There are several instructional modalities that are used including independent study, small group instruction, the flipped classroom model, and online courses. Students may work primarily within one of these pathways or within a combination of them for a blended learning approach.

Implementation

Based upon decades of learning research and numerous reform documents such as Aiming High, Project-Based Learning Guide/Handbook School Improvement Research Series, Classroom Instruction that Works and Backwards Planning and Teaching for Enduring Understanding, AVIH believes that learning best occurs when schools create optimal teaching and learning environments that are organized around the following principles:

- **Career and College Readiness**

Consistent with the mission of the school and the intended purposes of Workforce Innovation and Opportunity Act of 2014 (29 U.S.C. Sec. 3101 et seq.) ("WIOA") and California Local Workforce Development Boards' plans, AVIH created systems of *service that are responsive to local needs, accessible and efficient*. The design of AVIH's integrated education and training model are aligned with local workforce system goals for youth and the 14 WIOA program elements listed below;

1. Tutoring, Study Skills Training, Instruction, and Dropout Prevention
2. Alternative Secondary School and Dropout Recovery Services
3. Paid and Unpaid Work Experience
4. Occupational Skills Training
5. Education Offered Concurrently with Workforce Preparation
6. Leadership Development Opportunities
7. Supportive Services
8. Adult Mentoring
9. Follow-up Services
10. Comprehensive Guidance and Counseling

11. Financial Literacy Education
12. Entrepreneurial Skills Training
13. Services that Provide Labor Market Information
14. Postsecondary Preparation and Transition Activities

- **Standards-Based Instruction**

In a standards-based educational system, core academic learning such as reading, writing, listening, and speaking can no longer be consigned to the English teacher and all mathematical reasoning to the Mathematics teacher. At AVIH, core academic competencies are taught across the curriculum so that students have multiple opportunities to master academic content standards and apply those standards in a wide variety of contexts including their career/technical and fine arts courses. Even though this is a Personalized Learning study program, each teacher addresses core academic competencies in lesson plans.

In standards-based instruction, the teacher selects and analyzes the standard(s) to be met. This is followed by designing or selecting of an assessment through which students can demonstrate standard(s) mastery. If not given, the desired performance level is identified by the teacher. Next, what the students must know or be able to perform well on the assessment, is identified by the teacher. The teacher plans and delivers the lessons, providing all students with adequate opportunities to learn and practice the necessary skills. Finally, the students are assessed, results examined and plans are made for further instruction or additional individual support, if needed.

- **Project-Based Learning (Buck Institute for Education (BIE Handbook))**

Projects link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the curriculum and the "world beyond texts." Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

- **Integrated Curriculum (School Improvement Research Series, (SIRS) sponsored by U.S. Dept. of Education)**

Shoemaker (1989) in his study, Integrated Education; A Curriculum for the 21st Century, defined integrated curriculum as "Education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study", (pg. 5). The textbooks utilized at AVIH are State approved and aligned to Common Core State Standards as adopted by California. The Houghton Mifflin Harcourt's Collections (2015) series includes assignments that integrate disciplines, such as reading selections involving art, social studies, and science concepts.

- **Differentiated Instruction**

Differentiated instruction is not a recipe for teaching or an instructional strategy. It is a way of teaching and learning. For example:

- Content is presented that is related to broad-based issues, themes, or problems;
- Multiple disciplines are integrated into the area of study, along with higher-level thinking and basic skills;
- Comprehensive, related and mutually reinforcing experiences are presented within an area of study;
- Student outcomes are evaluated by using appropriate and specific criteria through self-appraisal, criterion-referenced and or standardized instruments.

At AVIH, we understand that there is no easy answer in helping students become high achievers. There is no silver bullet, no one-shot training, no canned curriculum, and no proven formula. Nevertheless, we also recognize that there is a vast amount of research that reveals one dominant theme for a successful school: one-to-one contact between student and teacher with an intense focus on “high academic expectations” for students. We combine this focus with:

- The extensive use of State Standards to design curriculum and instruction, assess student work, and evaluate teachers;
- Safe and bully free learning environment.
- Increased instructional time (tutoring) in reading and math in order to help students succeed; Tutoring is done at the Resource Center at a separate time from normal instruction and is provided by school staff personnel.
- The implementation of comprehensive systems to monitor individual student progress and provide extra support to students as soon as needed.
- Parents are encouraged to help their student(s) meet standards;
- Instruction based on the unique needs and learning styles of each student;
- Active, hands-on experiential learning experiences that encourage the student’s construction of knowledge;
- Simulations of real world problems to develop application skills;
- Supplementary support programs to ensure mastery of foundation skills for students exhibiting learning difficulties;

- Interdisciplinary teaching integrated with basic skills instruction;
- Interactive teaching that promotes student involvement;
- Activities that are sensitive to and respectful of cultural and linguistic diversity;
- Experiences that foster exploration and inquiry and promote the development of higher order abilities such as thinking, reasoning, problem-solving, and decision-making; and
- Access to trauma informed and restorative practices aware staff.

All instructional methods are student-centered and research-based with students being diagnosed in relation to their previous learning. Students most successfully progress by building on their own knowledge base. Proven practices are integrated into a meaningful, replicable education experience that allows students to succeed in the learning process.

Various Instructional strategies (including Marzano and McTighe) considered are:

- One-to-one instruction
- Modeling and guided practice
- SDAIE strategies-visuals
- Use of Bloom's Taxonomy
- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing work and providing recognition
- Setting objectives and providing feedback
- Repeating concepts
- Rephrasing and reviewing content
- Aims, Goals, and Objectives: helping students understand their style of learning and plans ways to improve study habits.
- Analyzing perspectives; synthesis and evaluation
- Anticipation guide
- Application teaching
- Use of graphic organizers
- Projects
- Presentations
- Portfolios
- Artistic Expression
- Incorporate technology in the lessons

Basic Learning Environment

The School offers independent study, one-to-one instructional methods from the basic design of the learning environment.

The rapport established between the trauma informed and restorative trained Supervising Teacher and the student in independent study encourages effective communication uncluttered by the traditional classroom environment of multiple students. Many students find that the comprehensive school model of multiple period, large classroom environment is ineffective in meeting their instructional needs. Instruction, delivered by one teacher as opposed to six or more teachers, creates a more effective, intensive, and supportive setting. The student benefits from the individual attention and personalized teaching methods. AVIH believes that when teachers act both as academic counselors and as mentors they can help students fulfill the Student Learner Outcomes (“SLOs”).

The school year is divided into two semesters, which include summer instruction. Each semester is further divided into learning periods (LPs). Each LP is approximately 15 to 20 days long. During each LP, students are expected to turn in assigned coursework and take tests/complete projects to demonstrate mastery of the standards covered in the coursework. The goal is for all students to earn between 4 to 8 credits per learning period; however, the actual amount of credits earned is often dependent on a student’s academic ability within a given subject area and on internal and external factors/motivators.

All students are introduced to their educational program at AVIH with a required orientation designed to acquaint them with the school’s processes and expectations. During orientation each new student is also screened for WIOA services, introduced to our WIOA partners and provided with information about the WIOA programs. Each new student receives a handbook and completes an introductory assignment. These assignments introduce students to school rules, time management, and study skills. In addition, students are provided with log-in information to the interactive career exploration platform, Virtual Job Shadow, at which time they complete a career interest survey. Upon completing new student orientation, all students are required to complete a Work Readiness course that was co-developed and in many cases is also co-facilitated by WIOA partners. Students leave the course with a polished resume, cover letter, thank you letter, and a mock job interview. The Work Readiness course is a graduation requirement for all students, serves as the introduction to Career Technical Education pathways for students and operates as a springboard to assimilate them to AVIH’s integrated education and training model. Once enrolled, students complete math and reading assessment online via Northwest Evaluation Association (NWEA), which provides the teacher with a baseline measure of student performance. This information allows the teacher to place the student in appropriate courses and adjust instruction to address student needs.

Once students complete the mandatory Work Readiness course, they are then assigned a required 5-credit foundational computer literacy course. From there the supervising teacher uses a combination of previous school transcripts and the NWEA assessment to put the student in an appropriate and necessary core course and often pairs that with an elective course. By focusing on one core course at a time, many students experience greater success in each course.

Teachers are constantly reviewing each student's levels of academic achievement through the regular recording of detailed learning records (student file), compiling student work samples, and conducting annual state-mandated tests/testing programs.

Trauma Informed Career and Community School Model

The Trauma Informed Career and Community School (TICCS) model is both a place and a set of partnerships between AVIH, other social service agencies, and post-secondary institutions. AVIH integrates these services by focusing on academics, health and social services, youth and community development, career exploration, and community engagement that leads to improved student learning, and healthier communities. All elements of AVIH (curriculum, HR policies, facilities, discipline, self-care, etc.) will be infused with trauma informed practices so that students have access to all of the necessary resources to develop career and college readiness, social-emotional skills, and resiliency.

The (TICCS) Program will benefit all students, staff, and stakeholders by providing ongoing training and resiliency programs around Trauma Informed practices based on ACES (Adverse Childhood Experiences) science. AVIH with ACES Connections will create a two- to three-year vetting process to become a Trauma Informed Alternative School. ACES Connection is a nonprofit social service agency that operates an online portal sharing best practices and research around the trauma informed cross-sector movement.

Under this model staff learns about the ACES science and how to respond to the symptoms of chronic interpersonal trauma and stress for students and staff through; realizing the widespread impact of trauma, recognizing the signs and symptoms of trauma in students and staff, responding to trauma by integrating knowledge and building resiliency through programmatic offerings and trainings, and creating school policies and protocols infused with trauma informed practices to limit re-traumatization. School staff are trained on Level One ACES Science, while simultaneously offering resiliency programs including, but not limited to; Yoga for PE, meditation classes, and life skills curricula with a focus on mindfulness. Further, staff is trained on and provided access to ongoing resources and tools around self-compassion to offset the occupational hazards of compassion fatigue and burnout.

Instructional Resources

The resources most crucial to the students of the Charter School are the human resources, the certificated and classified staff. Also critical to the learning process is the availability of instructional materials including, but not limited to, textbooks and other materials (i.e. software programs) that supplement the delivery of a solid core curriculum. Through careful planning, the School has these instructional materials in adequate supply. Every student has the appropriate textbook and instructional units to take home. Staff meetings, in which both certificated and non-certificated personnel attend, routinely discuss and review textbook inventories and the coordination and allocation of resources to maintain adequate supplies. Resources are coordinated proportionally by grade level and subject. Teachers are encouraged to research and review instructional material and to make recommendations. Textbooks and other instructional materials are selected based upon State textbook adoption, teaching strategies and techniques, assessment procedures and input from advisory groups.

Course Offerings

Course Catalog

Through blended learning AVIH provides a broad and diverse curriculum to fit the needs of our students to propel them in their academic careers and prepare them for their post-secondary and career goals. Our Course Catalog includes courses specific for different instructional delivery models to accommodate our students' varied learning styles including Independent Study, Small Group Instruction, Online Learning, and Career Technical Education. With access to over 150 courses our students are able to receive a personalized learning plan fit for their current abilities and which also seeks to challenge them to improve their skills and content knowledge. Our course catalog is made available to the District anytime upon request.

Curriculum Maps

The curriculum maps used by AVIH informs all stakeholders, specifically teachers, with a detailed guideline to the structure and content of what is being taught in the specified curriculum. Maps include the Common Core State Standards and practices that students must attain in order to obtain mastery of the content. Each map is structured by dividing the course into either 5 or 10 modules of content in order for teachers to best plan and pace their instruction. Each module of learning is detailed with how students can be formatively assessed and how each student will be summatively assessed, transfer goals (goals that carry onto subsequent courses), skills that will be acquiesced, vocabulary essential to the content, and explicit learning objectives for each lesson within the module. Our curriculum map is made available to the District anytime upon request.

At a minimum, the Charter School offers the following classes: English, World History, U.S. History, Civics, Economics, Math, Health, Physical Science, Life Science, Work Readiness and Career Technical Education. The Charter School also offers instruction in the Visual/Performing Arts, Foreign Language, Physical Education and Technology. Other electives are included as students' interests and abilities demand.

Transfer Of Courses/College Entrance Requirements

AVIH seeks to work with each of the school districts in which students may be re-enrolling to agree upon the transfer of credit back to the district. AVIH wants each school district to feel confident that credit earned at AVIH is equivalent in its representation of subject mastery prior to transfer. AVIH is eager to work with each school district to best meld its practices to meet those of the districts' for the benefit of the student.

Planning for graduation begins early and includes the faculty, school counselor, the parent or guardian (for students under the age of 18), and the student. The parent and student will want to consider future educational or employment plans, and will want to consider the various choices available to them and make a decision about how the student will meet graduation requirements based on individual goals and needs. As such, all students and parents are provided with information about the transferability of academic credit to other public high schools and the eligibility of courses to meet college entrance requirements at the time of enrollment. This is done in a counseling session

and through distribution of printed material. Charter School staff meets with parents and students in the enrollment process to determine the courses necessary. Based upon initial diagnostic assessments, the Charter School will identify courses best suited for preparing the students to achieve their goals, which may include vocational preparation, A-G/college prep coursework, or both.

Transition Out Of The Charter School

We recognize the critical nature of the student transitioning into a traditional educational program. For those students under the age of 18, we, along with the school districts in which the student originated, are eager to transition them back into the traditional school district when they are ready.

AVIH works closely with the school district of residence to ensure the successful transition of any student returning to the traditional school district.

Graduation

The credentialed school administrators in conjunction with credentialed teachers make the necessary determination as to whether a student has earned a diploma based upon the Charter School's adopted graduation requirements.

Personalized Learning Laws And Regulations

AVIH shall comply with all applicable laws related to independent study and Personalized Learning. As such, the provision of education through a Personalized Learning model shall be governed by the Personalized Learning study policy adopted by the Board of the Charter School after a public hearing and implemented in accordance with individual master agreements and work and assignment agreements for each student.

AVIH shall adhere to all applicable sections of the Education Code for Independent Study (Section 51745 *et seq.*) and funding determination requirements of Education Code Sections 47612.5 and 47634.2, and Title 5, California Code of Regulations, Sections 11963-11963.7 (SB 740).

AVIH shall also adhere to the California Code of Regulations requirements related to audit requirements for charter schools (Title 5, California Code of Regulations Sections 19850-19854).

Plan for Academically Low-Achieving Students

AVIH is a well-designed personalized learning environment for at-risk/traditionally underserved students. Based on solid research, we use Personalized Learning and focus on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning one-on-one setting. Also of critical importance to each student's success is the school's emphasis on high expectations for all students.

AVIH is aware that some students enrolling in the school will require remedial coursework in core academic areas in order to move them into grade-level work. We use several methods to accomplish this task, including the use of NWEA MAP assessment. Every student who enrolls in the Charter

School is administered a diagnostic assessment in Math and Reading. One test identifies those with low reading skills. Once identified as a low-performing student, they are eligible to participate in a remedial reading program. The second assessment identifies the student's ability levels in Math. Assessments are repeated every semester to track the student's growth. These assessments are repeated throughout the year to monitor the student's progress and make any necessary changes to their individualized program. AVIH wants to ensure all students are growing in their achievement and making progress on their academic goals, as such continuous tracking and utilization of assessment data is pivotal in structuring student academic plans.

Students also can participate in tutoring and enrichment activities during the school day. AVIH offers dropping tutoring students, personalized tutorials and virtual tutoring for when students are needing additional support at home. AVIH personnel work with students to understand the importance of the tutoring programs and encourage to take advantage of this free and resource.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. For those low performing students, the school utilizes selected curriculum including many of the following; a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-Algebra, Algebra I, Geometry, Algebra II, Language Arts, History, Geography and Sciences. In addition, AVIH offers other electives for low performing students such as; refresher math, consumer math, math essentials, beginning art, vocabulary building and spelling. Read 180, Math 180, English Intensive (w/Read 180), Algebra Intensive (w/ Math 180), and Writing Intensive (w/ ThinkCERCA). This curriculum uses supplemental materials from a variety of sources, developed around a format of low skill level and high interest. This makes our curriculum catalogue accessible to all of our students.

When students are demonstrating continuing difficulties, the school may utilize Student Study Teams (SST) to determine if specific interventions are necessary. At times, formal services may be determined, as per the directive of an IEP or a Section 504.

Often the SST serves as a remedy for student success. In some instances, SST meetings will eventually lead to evaluation of suspected disabilities when the SST interventions are demonstrating a lack of response to intervention (RtI). The diagram below describes the SST process as well at the RtI levels of support:

PRE-REFERRAL AND REFERRAL PROCESS

INITIAL IDENTIFICATION

- Parent expresses concern about child's progress or parent requests child be evaluated.
- Teacher notices student has problem in some area of the curriculum, social skills, or behavior
- Teacher reviews teaching strategies and makes teaching/environmental adjustments
- Teacher records observations and evaluates work products tracking progress with data
- Teacher tracks student attendance including regular appointments and additional time with tutors
- Teacher communicates with parent in order to keep parents informed of student's strengths and weaknesses
- Teacher refers student to Student Success Team if adjustments have little or no effect

STUDENT SUCCESS TEAM

- SST reviews documentation and in conjunction with teacher chooses researched intervention strategies
- When parent requests evaluation, an assessment plan will be constructed and offered for parent to approve (see Evaluation Process)
- Teacher implements evidence based intervention for a period of 6-8 weeks based on team's recommendation
- Teacher will observe and record results of intervention strategies
- A review meeting will occur at the end of the intervention period to determine next steps

RESULTS OF INTERVENTION

If Intervention Fails:

- SST reviews data collected to date
- SST considers options/alternatives such as: 1) more data are needed; 2) a different intervention should be used; 3) allowing more time for the intervention, or 4) collected data indicate the possibility of the presence of a disability and therefore a referral is initiated.

If Intervention Succeeds:

- Process ends
- Teacher continues to record observations and evaluate work products as a follow up

SPECIAL PROGRAMS REFERRAL

- Student Success Team (including the parent) reviews available records, family and health history, past school experiences, results of interventions, and previous assessments and evaluations. Considers 504 Plan.
- If SST determines evaluation is warranted, an assessment plan is developed and presented for parental permission
- If evaluation is not warranted, team looks for other ways to meet student's needs.

EVALUATION PROCESS

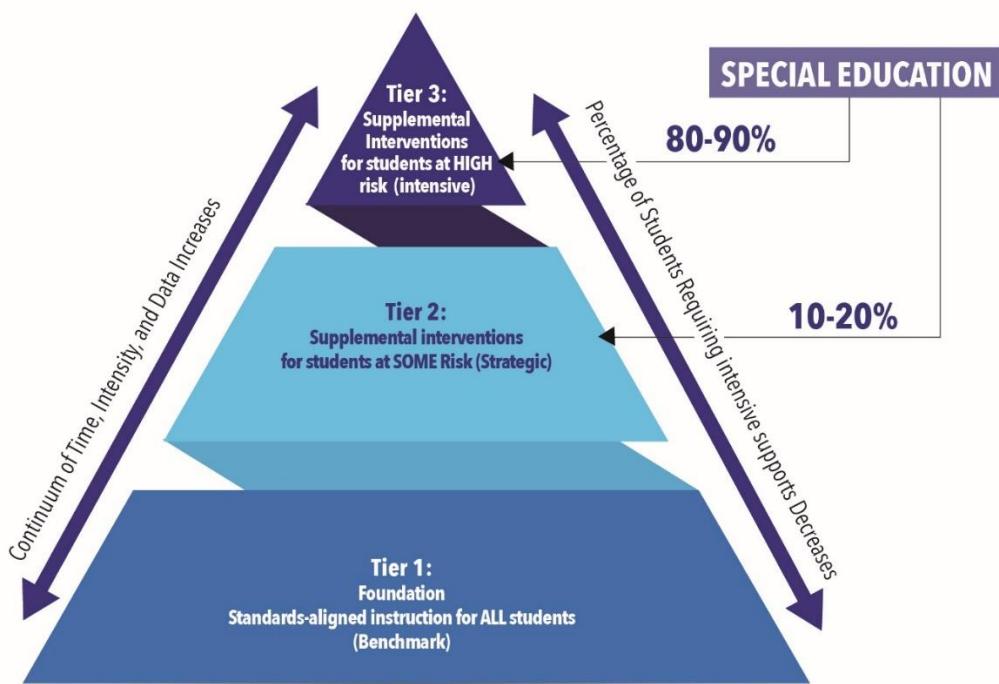
- Team reviews assessment results with parent and/or adult student to determine eligibility

Eligibility criteria for special education:

student has a disability according to the established criteria;
student's condition adversely affects academic performance; and
student needs special education (specially designed instruction and/or related services).

Information from evaluation can be used to consider:

nature and extent of special education and related services student needs to participate and progress in general education
least restrictive environment (LRE) for the student
Whether a 504 Plan is more appropriate



Plan for Academically High-Achieving Students

At AVIH, students will be given a diagnostic test, NWEA, which helps to inform their appropriate academic placement to ensure they are successful. For high achieving students, they can select from an array of rigorous courses, including Advanced Placement online classes, and the accompanying instructional model that students most prefer: one-one-one, small group instruction, or online. Teachers and students will collaborate on the creation of their own Personalized Learning Plan (PLP) which schedules and tracks academic progress. PLPs will be regularly updated and reviewed by teachers and students to provide accurate and current academic progress and can be revised and adapted to better support students' need such as further accelerating academic trajectory. In combination with data-informed course placement and PLPs, students will also have access to academic support whenever needed either from their highly qualified teachers, the on-site tutors, or virtual tutoring, which can be used outside of school hours. AVIH will empower and support students, especially high achieving, to drive their academic experience at their own pace. Lastly, students will have opportunities to take the PSAT, SAT, and AP tests and also to dual enroll in local colleges.

Plan For English Learners

AVIH shall meet all applicable legal requirements for English Learners (“EL”) including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

AVIH shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Identification of EL Students

Each student enrolled must be formally identified as either a native English Only (EO) speaker, an English Learner (EL), an Initial Fluent English Proficient (I-FEP), or as a Reclassified Fluent English Proficient (R-FEP) student. AVIH shall administer the home language survey upon a student's initial enrollment into AVIH. All students who indicate that their home language is other than English will be assessed with the ELPAC in accordance with state law. AVIH will notify all parents of its responsibility for ELPAC testing and of test results within 30 days of testing. The ELPAC is used to fulfill applicable requirements under the Every Student Succeeds Act, for annual English proficiency testing.

English Language Development (ELD) Program

AVIH shall provide services for English Language Learners that include language development and access to core curriculum and that conforms to the California Department of Education's State Program for English Learners.

The major goals for English Learners at AVIH shall be to develop proficiency in English and in the core curriculum as rapidly and effectively as possible with curriculum designed for such students.

At AVIH, English Learners shall take English Language Development classes that correspond to their English Language Development ("ELD") proficiency levels. ELD state standards are addressed through our ELD curriculum as follows: the foundation for meeting the state English Language Arts standards is the ability to participate in grade level instruction in English. The California ELD Standards describe the pathway for English learners to achieve this goal. As students acquire high levels of English fluency, ELD and ELA standards merge. English language development and grade level achievement become one at the advance ELD levels. Students will continue to receive English language development until reclassification and continue to have access to standards-based core curriculum.

The goal for English Learners receiving special education services is to make substantial progress toward achievement of their individualized education program's academic goals.

EL students receive instructional services from qualified staff appropriate to their ELD needs.

Placement for EL students in AVIH 9-12 grade program is:

ELD Proficiency Levels	Emerging —Requires substantial linguistic support.	Expanding Requires moderate linguistic support	Expanding —Requires moderate linguistic support	Bridging —Requires light linguistic support
Course Name	Elective Credit ELD Newcomer A/B (HMH) ESL Reading Newcomer A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B ESL Reading 1 A/B (Edmentum) Rosetta Stone English 1-3 A/B	Elective Credit ELD II A/B (Edge Fundamentals) System 44 II 1A/B Core Credit ESL Reading 2 A/B (Edmentum) ELD III A/B (Edge A) ESL Reading 3 A/B (Edmentum)	Core Credit ELD III A/B (Edge A) ESL Reading 3 A/B (Edmentum) ELD IV A/B (Edge B) ESL Reading 4 A/B (Edmentum) English 9-12 Intensive A/B (Read180)	Core Credit Conventional English A/B (Edge C) English 9-12 Intensive A/B (Read180) Writing Intensive A/B
RIT Reading Score	< 131-150	151-176	177-199	200+
Summative ELPAC Levels	LEVEL 1-BEGINNING Level 1 Scale Score 9-10th Grade Overall 1150-1492 11 - 12th grade Overall Score 1150-1499	LEVEL 2 SOMEWHAT DEVELOPED Level 2 Scale Score 9-10th Grade Overall 1493-1544 11-12th Grade Overall Score 1500-1544	LEVEL 3- MODERATELY DEVELOPED Level 3 Scale Score 9-10th Grade Overall 1545-1605 11-12th Grade Overall Score 1555-1614	LEVEL 4- WELL DEVELOPED Level 4 Scale Score 9-10th Grade Overall 1606-1950 11-12th Grade Overall Score 1615-1950
Initial ELPAC Levels	NOVICE ENGLISH LEARNER 150-369	INTERMEDIATE ENGLISH LEARNER 370-449	INTERMEDIATE ENGLISH LEARNER 370-449	INITIAL FLUENT ENGLISH PROFICIENT (IFEP) 450-600

AVIH intends to provide EL students with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving AVIH's academic standards. AVIH's program is based on sound instructional theory, including Specifically Designed Academic Instruction in English (SDAIE) and is adequately supported so that EL students can achieve results at the same academic level as their English-proficient peers in the regular course of study. The methods include, but are not limited to differentiation for all students, prior knowledge scaffolding, zone of proximal development awareness, language acquisition, primary language support, multisensory approaches, academic English development, personalized relevant content, assistance and assistance fading, heterogeneous grouping, sensory-active learning, parroting techniques, visuals, graphic organizers, integrated listening/speaking/reading/writing, and front loading vocabulary.

The Principal, Area Superintendent or designee maintains procedures which provide for the identification, assessment and placement of EL students and for their reclassification/re-designation based on criteria adopted by the Board and specified in administrative regulations.

Long-Term English Learners

There are many factors contributing to a student becoming a Long Term English Learner (LTEL). These factors could result from brief ELD support, high mobility, frequent absenteeism, partial access to the content curriculum, unidentified learning disabilities and/or socio-emotional issues. At AVIH, the staff creates a success plan for every student including our LTELs. This plan reviews a student's academic skills, courses completed, social emotional issues and level of English proficiency. Once the LTEL's plan is in place, a student will be enrolled in English Intensive, English Language Development IV, Conventional English or ESL Reading Smart curriculum depending on where they need English fluency support. The student will receive one-on-one support with the teacher on a weekly basis. AVIH will provide ELPAC test preparation for the student. The LTEL will also receive free tutoring and counseling to support the student with acquiring the English language to be a successful citizen in our community.

Reclassification/Redesignation

AVIH shall continue to provide additional and appropriate educational services to English Language Learners for the purposes of overcoming language barriers until the English Language Learners have (Education Code 5CCR 11302):

1. Demonstrated English language proficiency comparable to that of AVIH's average native English language speakers.
2. Recovered any academic deficits which may have been incurred in other areas of core curriculum as a result of language barriers.

English Language Learners shall be reclassified/redesignated as fluent English proficient when they are able to comprehend, speak, read and write well enough to receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the mainstream course of study (Education Code 52164.6).

The following measures shall be used to determine whether an English Language Learner shall be reclassified/redesignated as fluent English proficient (CCR 11303):

1. Assessment of English language proficiency utilizing the English Language Proficiency Assessments for California (ELPAC) 2018-2019 school year or later as the primary criterion, and objective assessment the student's English reading and writing skills.

Criteria: Overall Score of Level 4 (Moderately Developed or Well Developed), Scores of 3 (Moderately Developed) or higher in oral and written language.

2. Evaluation of certificated staff with direct responsibility for teaching or student course placement decisions. Objective data on the student's academic performance in English.

Criteria: Secondary Grade-Level Report with a grade of C or better in English or English Language Development 2018-2019 school year or later.

3. Parent/Guardian notification during a reclassification/redesignation.

Criteria: Parent notification

4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Criteria: California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA).

CAASPP ELA score of Standard Nearly Met or Higher

Or

Student performance on the Reading (MAP portion) of the Northwest Evaluation Association (NWEA) 2018-2019 school year or later.

RIT Score of 207-213 (9th -12th grade) or higher of the NWEA

AVIH shall provide subsequent monitoring and support for reclassified/redesignated students, including but not limited to, monitoring the performance of reclassified/redesignated students in English language mainstream courses.

Monitoring and Evaluating the ELD Program

The quality of AVIHS'S ELD program and EL student achievement is regularly monitored and assessed by reviewing and analyzing data with the purpose of identifying areas for improvement. To evaluate program effectiveness, the Principal, Area Superintendent or designee regularly examines program results, including reports of the EL students' academic achievement, their progress towards proficiency in English and the progress of students who have been reclassified/redesignated as fluent English proficient. The Principal, Area Superintendent or designee annually reports these findings to the Board and also provides the Board with regular reports from any school-wide English Learner Advisory Committees (ELAC Meetings). When areas of improvement are identified the charter's ELD program shall be adjusted to ensure language development and academic success for each English Language Learner.

EL Intervention

When English Learners are not making adequate progress toward mastery of EL standards the teacher shall make modifications to the course instruction to meet the student's learning needs. The student shall also be provided with extended learning opportunities and interventions such as:

- Tutoring
- Supplemental instruction
- Special counseling
- ELD Small Group Instruction ("SGI")

Qualified Teachers

Each teacher providing specialized academic instruction for EL students at AVIH must meet one of the following specifications:

1. The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing authorizing services for English Learners.
2. Whenever the student's primary language is a vehicle of instruction, the teacher must have a bilingual, cross-cultural, language, and academic development (BCLAD), or comparable authorization.

Plan For Serving Students With Disabilities

Overview

AVIH is categorized as a local education agency (LEA) member of the El Dorado County Charter Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a).

AVIH provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA for special education students enrolled in the Charter School. AVIH follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

All children shall have access to AVIH and no student shall be denied admission to AVIH due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services or provisions of a 504 Plan.

The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of AVIH and the El Dorado County Charter SELPA. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. AVIH is subject to the allocation plan of the El Dorado County Charter SELPA.

A copy of the MOU is available upon request.

Section 504 of the Rehabilitation Act

AVIH shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by AVIH shall be accessible for all students with disabilities.

AVIH recognizes its legal responsibility to ensure that no person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of AVIH. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

The School provides a FAPE to students enrolled at the school and who are classified as disabled under Section 504 of the federal Rehabilitation Act of 1973. Such students receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

The School Principal or designee ensures school compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation. The School Principal or designee assembles a team and develops a 504 Plan detailing the provision of supports.

Parents/guardians or adult students receive a copy of the 504 Plan and a copy of the Section 504 Parents Rights. A copy of the 504 Plan is maintained in the student's file and the contents related to ensuring FAPE will be shared with instructional staff. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the School's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

Individuals with Disabilities in Education Act ("IDEA")

The following description regarding how special education and related services is provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, and is not binding on the District. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of AVIH and the SELPA. A copy of the MOU shall be presented to the District upon request.

AVIH functions as a local educational agency for purposes of providing special education instruction and related services under the IDEA pursuant to Education Code Section 47641(a) and shall receive state and federal revenues directly. AVIH is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") and as such, abides by all applicable policies and practices of the SELPA including seeking out and identifying and serving students who may qualify for special education programs and services, and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Staffing

Special education instruction and related services are provided internally by appropriately credentialed staff. All required itinerant special education services not provided by appropriately credentialed are provided by California certified Non-Public Agencies (NPA). Charter School staff shall participate in SELPA and annual faculty in-service training relating to special education.

AVIH is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists or for contracting, through private agencies or independent contractors or vendors certified with the State of California as Non-Public Agencies (“NPA”), for related services such as speech or occupational therapy delivered by itinerant staff.

Notification and Coordination

AVIH follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. AVIH will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

AVIH follows federal and SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. AVIH will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. AVIH shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

AVIH arranges and notices the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. AVIH shall be responsible for having the following individuals in attendance at the IEP meetings: the school administrator and/or AVIH designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at AVIH and/or about the student. AVIH shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, related service providers such as an appropriate administrator to comply with the requirements of the IDEA, a speech therapist,

psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

AVIH understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

AVIH is responsible for providing all services, accommodations, and modifications as described in the IEPs of special education students. As part of this responsibility, AVIH provides parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for AVIH's non-special education students. AVIH also provides all curriculum, classroom materials, classroom modifications, and assistive technology needed to support students with disabilities.

Interim and Initial Placements of New Charter School Students

AVIH complies with Education Code Section 56325 with regard to students transferring into AVIH within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in AVIH from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, AVIH shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into AVIH from a district operated program under the same special education local plan area of AVIH within the same academic year, AVIH shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and AVIH agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to AVIH with an IEP from outside of California during the same academic year, AVIH shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until AVIH conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by AVIH, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

AVIH is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to AVIH and no student shall be denied admission nor counseled out of AVIH due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services or 504 Plan provisions.

Parent/Guardian Concerns and Complaints

AVIH has adopted policies for responding to parental concerns or complaints related to special education services. AVIH receives any concerns raised by parents/guardians regarding related services and rights.

AVIH's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

AVIH may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, AVIH shall defend the case.

SELPA Representation

AVIH represents itself at all SELPA meetings.

Funding

AVIH is subject to the allocation plan of the SELPA and receives Special Education funds directly from the El Dorado County Charter SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of AVIH's annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii). AVIH's goals, actions and outcomes are also described in its current, board-approved 2017-2020 LCAP, which is attached here as **Exhibit A**.

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, AVIH shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The LCAP and any revisions to the LCAP shall be adopted by AVIH's Board of Directors at a regular board meeting following a public hearing, with copies made available for public inspection at each school site, and notice provided to the public in accordance with the Brown Act. The adopted LCAP shall be posted on AVIH's website homepage. AVIH shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by AVIH.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) through (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B)

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), AVIH has established goals, actions, and measurable outcomes both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). A copy of AVIH’s current, board-approved 2017-2020 LCAP is attached as **Exhibit A**.

The goals, actions and outcomes as listed below shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template.

The following chart details AVIH’s annual LCAP goals for all pupils in measuring numerically significant pupil subgroups per Education Code Section 52052(a), including English Learners, socioeconomically disadvantaged pupils, pupils with disabilities, foster youth, and homeless youth. The chart describes the annual actions the school will take to achieve each of the goals.

LCAP GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #1: Increase Student Retention		
Specific Annual Actions to Achieve Goals		
<p>Priority 1: Basic Services (Conditions of Learning)</p> <ul style="list-style-type: none"> Charter School will annually review student access to standards-aligned instructional materials, including materials for English learners. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. Charter School will do annual facility inspections to screen for safety hazards using FIT. Daily general cleaning by custodial staff will maintain cleanliness. <p>Priority 5: Student Engagement (Engagement)</p> <ul style="list-style-type: none"> Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Socio-emotional and academic support will be provided to address student needs. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will implement incentives to promote good attendance and retention. Charter School will hire staff who will assist with student retention and attendance with home visits and regular communication. Charter School will offer credit recovery coursework and provide support to ensure timely high school graduation. <p>Priority 6: School Climate (Engagement)</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. Teachers will establish positive relationships and help create an atmosphere of trust, respect, and high expectations. Charter School staff will acknowledge and encourage positive student behavior. 		
Goal #2: Credit Completion	State Priority	Expected Outcomes
<ul style="list-style-type: none"> 100% highly qualified staff Average number of credits completed 	<ul style="list-style-type: none"> Priority 1 Priority 4 -local 	<ul style="list-style-type: none"> 100% highly qualified staff Increase average of credits completed

<ul style="list-style-type: none"> ➤ English Learner reclassification rate ➤ Graduation rate increases 	<ul style="list-style-type: none"> ➤ Priority 4 ➤ Priority 5 	<ul style="list-style-type: none"> ➤ Increase EL reclassification rate ➤ Increase graduation rate (CBED Cohort)
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Specific Annual Actions to Achieve Goals

Priority 1: Basic Services (Conditions of Learning)

- The school will actively recruit and hire teachers who are highly qualified and support teachers in completing the credentialing process
- Charter School will conduct credential review as part of teacher hiring process.
- The school will annually review teaching assignments to ensure compliance.
- Charter School will annually review availability of instructional materials and corresponding purchase of materials.
- Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

Priority 4: Pupil Achievement (Student Outcomes)

- Charter School will provide CCSS aligned ELA and mathematics instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.
- Charter School will offer courses that meet UC/CSU admission requirements.
- Charter School will implement individualized plans, outlining the classes students will take to graduate from high school.
- Charter School will identify EL's by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.

Priority 5: Pupil Engagement (Engagement)

- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.
- Charter School will provide incentives towards graduation that engage students' interests.

Goal #3: Students will gain basic computer literacy skills by completing an online learning course.	State Priority	Expected Outcomes
<ul style="list-style-type: none"> ➤ Online course completion rate ➤ Online course enrollment ➤ Online courses available 	<ul style="list-style-type: none"> ➤ Priority 8 ➤ Priority 8 ➤ Priority 8 	<ul style="list-style-type: none"> ➤ Increase online course completion rate ➤ Increase online course enrollment ➤ Wide range of online course available

Specific Annual Actions to Achieve Goals

Local Priority: Course Access to Online Learning (Conditions of Learning)

- Charter School will provide students with access to online learning in an array of courses

- including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
- Charter School will provide staff support to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.
 - Charter School will provide the necessary technology to support student access to online learning curriculum.
 - Charter School will offer Computer/Technology classes and/or blended learning experience for our students.

Goal #4: Students will gain skills for college and career-readiness.	State Priority	Expected Outcomes
<ul style="list-style-type: none"> ➢ State academic standards and EL. ➢ Number of students in career-ready/CTE courses ➢ Individual Learning Plans ➢ Access to Broad range of courses and A-G courses. 	<ul style="list-style-type: none"> ➢ Priority 2 ➢ Priority 7 ➢ Priority 8 ➢ Priority 7 	<ul style="list-style-type: none"> ➢ Implementation of state academic standards and EL standards. ➢ Increase the number of students enrolling in career-ready courses ➢ Individual Learning Plans will have career-readiness/CTE ➢ 100% of students will have access to college prep courses

Specific Annual Actions to Achieve Goals

Priority 2: State Standards Implementation (Conditions of Learning)

- Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.
- Tutors will be provided for students, including all sub-group students.
- Charter School will provide additional supports and interventions to all students, including ELs.

Priority 4: Pupil Achievement (Student Outcomes)

- Charter School will offer courses that meet A-G UC/CSU admission requirements.
- Charter School will synthesize local school data, Dashboard results and other state and federal accountability information into reports and regularly review progress towards targets.
- Charter School will implement individual learning plans, outlining the classes students will take in order to graduate from school.

Priority 7: Course Access (Student Outcomes)

- Charter School will review school information system data to ensure that each student has access to a broad course of study, as outlined in EC 51220, including foster youth, English learners, low income and exceptional needs students.
- Charter School will review school information system data to ensure that all students, including foster youth, English learners, low income and exceptional needs students have access to programs and services.
- Charter School will provide access to interventions for unduplicated pupils and exceptional needs pupils.

Priority 8: Other Pupil Outcomes (Student Outcomes)

- Charter School will provide CTE courses so that all students, including foster youth, English

learners, low income and exceptional needs students have course-work that promotes their workforce capacity.

Local Priority: CTE course in Individualized Learning Plan (Conditions for Learning)

- Upon orientation, students will learn of career technology education opportunities and course offerings that potentially align with their interests.
Charter School will ensure each student has an Individual Learning Plan that includes a Career Technology Education component, unless mitigating circumstances do not warrant it.

Goal #5: Increase stakeholder engagement.	State Priority	Expected Outcomes
<ul style="list-style-type: none"> ➢ Stakeholder involvement will be high ➢ Survey data will reveal high sense of safety and satisfaction ➢ Parent Advisory Committee will meet 	<ul style="list-style-type: none"> ➢ Priority 3 ➢ Priority 6 ➢ Priority 3 	<ul style="list-style-type: none"> ➢ Stakeholder involvement will be high ➢ Survey data will reveal high sense of safety and satisfaction ➢ Parent Advisory participation is measured

Specific Annual Actions to Achieve Goals

Priority 3: Parent Engagement (Engagement)

- Charter School will have an English Learner Advisory Committee (ELAC) and hold quarterly ELAC meetings.
- Charter School will host parent activities/events, including Student/Parent Orientation, Open House, Awards and Graduation.
- Charter School will provide parents with transportation in order to participate in activities.
- Charter School will communicate with the parents of academically low-achieving students.

Priority 6: School Climate (Engagement)

- Teachers will foster positive relationships and help create an atmosphere of trust, respect, and high expectations.
- Charter School staff will acknowledge student accomplishments.
- Charter School will annually administer school experience surveys to students, parents, and staff.

As part of our process for continual improvement, we analyze the Dashboard results and local data, and we determine appropriate courses of action, in alignment with the requirements of the LCAP and School Improvement programs as articulated by the California Department of Education and State Board of Education. At different points in the year, we report out school performance and progress through the LCAP Annual Report, Dashboard results, and the School Accountability Report Card. The California Science Test (CAST) results will be added to our data analysis when they are available. We monitor and share the results of school performance for all students, including English Learners, low income, foster youth, homeless and students with disabilities. We report the Dashboard results as soon as they are released. About mid-year, following the release of the Dashboard, leadership analyzes and collaborates around solutions. School leadership uses the LCAP to report on school goals and progress in meeting the eight state priorities with state and local metrics. During the spring, we engage our parents, staff, students and the Board, ensuring transparency in reporting our school's performance and providing a means for consultation into the LCAP.

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USE OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C)

The School shall meet all state standards and shall conduct all pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. We shall use multiple measures to accurately determine student achievement, including attendance records, the degree of participation of the student, the student's attitude about school, academic performance, state standards and assessments, student and parental feedback. The following is provided as a means to show pupil outcomes and corresponding methods that the school will use to track pupil progress in meeting those outcomes.

<u>OUTCOME</u>	<u>METHOD(S) OF MEASUREMENT</u>
State Content Standards Performance	CA Standards-based Internal and External Assessments, Teacher Records, Work Samples, Portfolios
85% Attendance	Student Attendance records as measured by the time value and contemporaneous learning records of student work.
LCAP Goals Met	Local Control and Accountability Plan Goals are each measured by metrics aligned with the 8 State Priorities.
Annual SARC	A School Accountability Report Card (SARC) is developed annually by staff and is made available to all stakeholders and the public on the school's website.

Assessments and Data Overview

AVIH has a comprehensive plan to monitor and utilize student data to drive school-wide and instructional decisions. As required by the state of California, all students who are eligible and are in the appropriate grade levels will participate in the corresponding CAASPP and state mandated assessments. Students will test at each assessment interval with the aim of hitting the 95% participation rate and continuing to improve on the school Dashboard results. This data, when analyzed over consecutive years, will provide AVIH with key growth/deficiency data to help guide school-wide instructional/curricular improvements. In addition to CAASPP and other state mandated assessments, AVIH will implement supplemental and diagnostic assessments to track student growth and establish a more comprehensive picture of individualized student needs.

Students attending AVIH will participate in NWEA Map testing, Illuminate benchmark assessments, and credit-based mastery assessments. Moreover, intervention students will be assessed through the Reading Inventory and Math Inventory assessments which coincide with Read 180 and Math 180 intervention programs, respectively.

NWEA Map assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale (Rasch Unit). AVIH will utilize these scores for academic planning and appropriate placement in intervention and other curricular options. Additionally, AVIH will ensure students are assessed and reassessed at selected intervals throughout the year to track skill growth. While taking into consideration the targeted credit deficient and recovered student dropout population, AVIH believes the NWEA Map assessment will prove to be a more sufficient tool for measuring growth. This computer adaptive assessment provides performance data around skill strengths/weaknesses; it is not bound to a specific set of grade/course level standards. As such, NWEA Map has the capacity to paint a better picture of how AVIH is bridging skill gaps and moving the needle on academic growth.

In tandem with NWEA, AVIH will implement full-scale formative benchmark assessments and digitizing summative mastery checks onto the Illuminate assessment platform. The Benchmark assessments will provide us with rich data around student achievement and growth of Common Core State Standards. The results from these benchmark assessments will help our education division in analyzing our current curriculum to inform how it is addressing essential standards, as well as support our training team in identifying instructional coaching needs. As for our mastery checks, these credit-based assessments will be the catalyst for implementing schoolwide Professional Learning Communities and monitoring course progress with on-demand data. Teachers will be able to access data around student proficiency within each course credit and utilize it to craft/adapt instructional practices around student specific needs to drive successful student results.

The Reading Inventory and Math Inventory assessments within AVIH intervention programs will track student Lexile and Quantile growth, reading and math skill scores. Students in this program will routinely take the inventory assessments as they progress through the program at specific intervals, upon completion of every 3rd credit. The goal for monitoring this data is to ensure the selected intervention model is working for each individual student, as well as fast track their progress to reach grade equivalent levels in reading and math. Upon reaching a targeted Lexile or Quantile range, students will then be transitioned into a non-intervention core course to increase the level of rigor and challenge students to continue to grow.

The selected assessment menu and model that AVIH plans to implement will support knowledgeable and purposeful programming across the school. Teachers and administrators will have the data they need to make informed and quick decisions to pivot their practices if need be. At the leadership level, the selected assessment model will provide the school with a comprehensive overview of how AVIH is closing the achievement gap and improving skill acquisition in various ways, articulating the true value that AVIH is bringing to the opportunity youth student population.

Comprehensive Assessment Menu

Assessment	Purpose	Schedule
Credit/Modular Mastery Checks (Paper based and electronic based through Illuminate)	These summative assessments are imbedded in each credit assignment and meant to provide teachers with immediate feedback regarding student mastery of skills and standards addressed.	Taken upon completion of each assigned credit.
Performance Tasks	Performance tasks allow an opportunity for students to demonstrate their level of proficiency of the acquired knowledge through the production of a tangible rigorous work sample.	Taken within the contents of each assigned credit, most evident within core courses.
Benchmark Assessments - Illuminate	Formative assessments utilized to identify student and schoolwide trends around progress on grade level standards.	Benchmark assessments will be taken upon core credit intervals (Credit 1, Credit 5, and Credit 10).
NWEA Map	NWEA Map is a norm referenced assessment that provides teachers with key information around student skill gaps and appropriate course placement or intervention options.	Taken upon enrollment and at multiple intervals throughout the year.
SBAC	Mandated assessment that monitors how our school is performing on Common Core Math and ELA standards.	April-May
CAST	Mandated CA Science Test that measures school's progress on Science standards.	April-May
PFT	Mandated assessment meant to prepare students in establishing life-long habits of physical activity.	February
ELPAC	Mandated assessment measuring English Language Proficiency for English Learners.	July to June (Initial) March (Summative) March-May (Summative for newly enrolled students)
Reading Inventory	The Reading Inventory is an adaptive reading assessment imbedded in the Read 180 software. This assessment provides	Taken upon enrollment of Read 180 and English Intensive, then every 8 weeks thereafter.

Assessment	Purpose	Schedule
	information regarding Lexile growth and college and career readiness.	
Math Inventory	The Math Inventory is an adaptive math assessment imbedded in the Math 180 software. This assessment provides information regarding Quantile growth and college and career readiness.	Taken upon enrollment of Math 180 and Math Intensive, then every 6 weeks thereafter.
CERCA	CERCA is a writing assessment imbedded in the online ThinkCERCA platform that focuses on measuring a student ability to adequately articulate a claim, provide evidence, establish reasoning, address counterarguments, and appeal to the audience.	CERCAs are taken within each credit of the ThinkCERCA course.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D)

The Charter School is non-sectarian in its programs, admission policies, employment practices, and all other operations. The Charter School shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School is operated by Western Educational Corporation, a non-profit public benefit corporation, (501(c)(3)). Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by law, shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the authority has complied with all oversight responsibilities required by law.

AVIH shall operate autonomously from the District with the exception of supervisory oversight and special education services as required by law. The District understands that AVIH currently utilizes a board-approved Administrative and Educational service provider in its execution and operation of this charter

A. BOARD OF DIRECTORS

The Charter School is governed by a Board of Directors, whose major roles and responsibilities will include, but not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

In accordance with SB 126 (2019), AVIH and its Board of Directors shall comply with the Ralph M. Brown Act, the California Public Records Act, Government Code Section 1090 (except as allowed under Education Code section 47604.1(d)), and the Political Reform Act of 1974. The Board of Directors will meet regularly and in accordance with the Brown Act and SB 126 (2019).

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the

authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

The Board will be supported by a qualified administrative team which will implement the provisions of this charter, the policies adopted by the Board, and day to day operations. Resumes of administration are available upon request.

B. PARENT PARTICIPATION

AVIH shall facilitate the development of a parent committee made up of parents and guardians of the students of our school which act in an advisory capacity.

AVIH shall promote a parent participation program. Parents will be encouraged to express their concerns, to visit our school and meet with the staff. To this end, AVIH shall distribute Parent Surveys to all parents requesting them to give their opinions on the progress of their student and encouraging them to express suggestions of how AVIH might improve its services. The responses shall be returned to AVIH and reviewed with faculty and administration in order to address any concerns.

To further encourage parent involvement, the Charter School shall at a minimum do the following:

1. Develop an ongoing list of extensive participation opportunities for parents with multiple options for dual working families.
2. Offer extra-curricular activities for both student and parent participation.

The Charter School shall hold an annual Open House as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E)

All Employees

We believe that outstanding people with a shared purpose and passion to serve others are key to our success. To recruit the best people, has access to a dedicated professional team of recruiters and are using fully integrated software solutions that build talent pools, nurtures candidate/new hire/employee relationships, and supports the complete employee life cycle. Our processes and procedures will be designed to meet our obligations under Equal Employment Opportunity and state employment law, comply with nondiscrimination provisions, and also apply practices consistently and equitably. All staff must possess experience and expertise appropriate for their position.

AVIH prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, national origin, race or ethnicity, color, religion, sex, sexual orientation, immigration status, or association with an individual who has any of the aforementioned characteristics, or any other basis protected by federal, state or local law.

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, coworkers and the community.

Attitudes are the most important facet of each employee's presentation of AVIH to the public. Employees must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as they treat the most pleasant ones.

The Charter School adheres to Education Code Section 47605(l) requiring that all teachers hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility shall be granted only in accordance with Education Code Section 47605(l). All teachers employed by the Charter School have California Teaching Credentials and are published on the Commission on Teacher Credentialing website.

AVIH will comply with all applicable state and federal laws regarding background checks, clearance of personnel, and maintenance and disclosure of employee records.

A sample of AVIH employee job descriptions, responsibilities and qualifications are outlined below.

AREA SUPERINTENDENT

The Area Superintendent provides educational leadership in developing and implementing Organizational goals, standards and accountabilities, priorities, guiding principles, and program improvement. This position will develop, implement and evaluate strategic instructional plans ensuring that students achieve high academic standards in accordance with applicable laws, Board Rules, regulations, charter school policies and procedures.

Responsibilities

- Provide leadership and direction for the planning, evaluation, improvement, and implementation of the instructional program at AVIH
- Create and implement processes for the continuous improvement of instructional leadership in academic and educational instruction
- Develop goals and plans for instruction that ensures students achieve high academic standards and achieve superior Academic Performance results
- Oversee and direct the activities of the Administrator ensuring compliance with policies and directives
- Review and use student and school data to direct resources to support the improvement of educational programs and services
- Collaborate with Charter Authorizers on school updates, changes, and requests. Confer with organizational Executive Leadership on making recommendations
- Administer a program of professional development which builds the capacity of Administrator and school staff to reach student achievement goals
- Evaluate Administrators for leadership effectiveness; conduct special studies as needed
- Collaborate with school designees on the review of the school petition and renewal process, and WASC review
- Resolve complaints and concerns of teachers, students, and parents that are not resolved at the school learning center level
- Keep members of the Board and Executive Leadership informed on issues and needs
- Lead and participate in meetings, trainings, and audits
- Perform other projects and duties as assigned

Qualifications

- Master's Degree preferred
- Valid Clear Administrative Services Credential
- 5+ years of demonstrated effective educational Administrator leadership experience and acumen
- Demonstrated experience in program and project management
- Proficient in multiple educational software applications
- Knowledge and application of State testing & assessment, State Common Core curriculum, diverse background in public education programs

PRINCIPAL

The Principal serves as the instructional leader and chief administrator of their designated school(s) and is responsible for the direction of the instructional program, overall management and operation of the school(s) and related facilities. This includes the supervision of all certificated and classified employees assigned to serve in the school(s).

Responsibilities

- Provides leadership to all staff in promoting the vision and mission of AVIH
- Provides guidance, supervision and assistance in instructional practices and curriculum development that is responsive to the academic and cultural needs of the student population, including English Learners and Special Education students
- Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Local Control and Accountability Plan and measures the outcomes of these
- Supervises and evaluates the performance of all assigned certificated and classified personnel; provides counseling and assistance, recommends appropriate action in cases of substandard performances, and identifies and encourages individual teachers with leadership potential
- Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, Charter School policy, and procedures, and the school's student responsibility code
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements a "Safe School Plan"; complies with mandated child abuse reporting procedures
- Provides effective professional development and training for all stakeholders to improve student achievement and build capacity of teachers to improve teaching services to students
- Collaborates with management staff to staff the school properly
- Monitors student assignments and teacher caseloads according to school policies
- Carries out a program of community outreach and parent support as a means of communicating and strengthening the school program
- Collaborates with operations staff to monitor compliance with attendance procedures, and audits. Plans, organizes, and conducts school extra-curricular activities and events
- Ensures adherence to federal and state laws, reporting requirements and maintenance of school plans
- Makes periodic appraisals of pupil progress and directs reports to parents
- Plans, coordinates and reviews the work of Leadership Team
- Serves as assigned on committees

Qualifications

- Valid California Administrative Credential preferred Valid California Teaching Credential
- Minimum three years of successful experience in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position
- Minimum three years teaching experience at secondary level

- Master's Degree or advanced study in the field of education, including the areas of administration, supervision, and curriculum development from an accredited college or university preferred
- CLAD or English Learner certification

TEACHER

The Teacher Position will plan, organize and implement an appropriate personalized instructional program in a learning environment that guides, supports, and encourages students to develop and fulfill their academic potential, completion of diploma requirements and post-secondary transition plan. This Position will collaborate with other Instructional Staff and school personnel.

Responsibilities

- Develop, review and regularly update personalized academic plans based on students' transcripts, assessment data, career pathway planning (CTE), post-secondary goals, and progress towards those goals
- Create and maintain an effective learning environment by modeling positive and respectful behavior, upholding and supporting high academic expectations, and maintaining positive and professional relationships with colleagues, students and parents
- Meet with students at their scheduled appointment dates and times
- Conduct effective student appointments; preparing for and delivering instruction, engaging students in goal-setting, monitoring of progress and preparation for completion of graduation requirements
- Assign appropriate courses of study
- Refer students to core subject area teachers when necessary
- Establish and communicate learning objectives and content standards to be assessed
- Plan, prepare for and deliver instructional activities to facilitate learning experiences
- Provide a variety of learning materials and resources to support independent learning
- Identify and implement instructional strategies and resources to meet students' varying needs
- Engage students in academic conversations that elicit critical thinking, creativity, collaboration and communication
- Connect instruction to real-world experiences and students' post-secondary goals
- Regularly check for understanding and provide clarifying and/or enrichment information
- Carefully observe, review and evaluate student homework and tests to assess and monitor progress
- Grade course homework, projects, and tests
- Provide students with meaningful feedback to enhance learning and improve achievement
- Encourage and monitor the progress of individual students
- Instruct and monitor student progress in the use of online learning materials and technology
- Provide appropriate accommodations, modifications and interventions for English Learners, students with 504 Plans, and Special Education students
- Model and guide students to develop strategies that foster independent learning skills such as, goal-setting, time management, and accessing/utilizing resources
- Use relevant technology to support instruction

- Administer diagnostic assessments according to guidelines set forth by the Organization and learning center
- Regularly communicate necessary information to students, colleagues, and parents regarding student progress and student needs
- Refer students to support structures; tutors, intervention programs, labs, counselors, and other supportive services as appropriate
- Manage student behavior in the Learning center by enforcing rules and disciplinary systems of the Center
- Prepare for and facilitate positive parent conferences
- Keep updated with developments in subject area curriculum, teaching resources and methods
- Maintain accurate and complete records of student progress and development
- Monitor credit completion rates of students
- Monitor student attendance
- Claim and report daily attendance
- Keep student work folders neat and organized
- Close out student folders in accordance to Organization/Charter procedures and guidelines
- Generate report cards in accordance to Organization/Charter procedures and guidelines
- Document and review student notes and parent/student contacts in Contact Manager
- Update all necessary records accurately and timely as required by law, Organizational policies, school regulations, and independent auditors
- Collaborate with colleagues to improve teaching practices through professional learning communities, student study teams, department meetings, and student retention meetings
- Participate in Professional Development opportunities as needed
- Follow established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence)
- Attend all required meetings and graduation ceremonies
- Perform other duties as assigned

Qualifications

- Valid California Single Subject or Multiple Subject in area of specialization or intern eligible
- Bachelor's degree with major or minor in designated subject, including all courses needed to meet credential requirements
- Successful passing of the California Basic Skills Exam
- Enrollment in a State approved teacher's preparation program and student teaching
- Proficient in MS Word, Email

SPECIAL EDUCATION TEACHER

Special Education teachers have the same responsibilities as General Education teachers. Additionally, they work with students and/or parents to determine, manage and provide services according to the student's Individual Education Plan (IEP).

Responsibilities

- As a part of a team, write and implement goals as outlined in each student's IEP
- Responsible to manage a student's behavior
- Demonstrate competency in all subject areas
- Participate in the identification of students with possible disabilities post intervention phase
- Provide direct student instruction
- Provide academic assessments
- Schedule and chair IEP meetings including 30-day review IEP meetings for all students
- Meet special education timeline requirements as specified by education code
- Collaborate with general education teachers
- Work with Special Education Program Specialists and school support staff to support student instruction
- Participate in authorized school district trainings, school events, and meetings
- Maintain documentation of communications with students, families, and other services providers
- Maintain documentation of daily activities
- Complete reports and forms as required
- Travel to other school learning centers to render Special Education teaching services
- Perform other duties and responsibilities as assigned

Qualifications

- Valid California Education Specialist Instruction Credential (Mild-Moderate) or (Moderate-Severe)
- English Language and Autism Authorizations
- Prior experience working with exceptional learners strongly recommended
- Eligibility to obtain a teaching permit or teaching internship
- Successful passing of the California Basic Skills Exam
- Proficient in Microsoft Office, Excel, Word, in addition to a variety of educational software programs
- General Office skills

TUTOR

The Tutor will provide academic support in the form of one-on-one or small group tutoring. The Tutor will help the student comprehend subject material in order to successfully complete the course. This position will perform other related school activities in support of student engagement and retention.

Responsibilities

- Tutor students in all subject areas based on various mediums or platforms such as online classes, virtual tutoring, one-on-one, and small group tutoring and based on the class and text notes they have collected
- Tutor students in the skills, such as literacy, technology, and access to online or virtual courses that will allow them to read and compute as well as to understand a variety of materials
- Provide basic technical support with online course set up and access
- Determine from student notes and discussions the concepts that need to be taught or re-taught
- Evaluate student binders, including calendars, class and text notes, book notes, etc.
- Establish and maintain control in the learning environments and to administer discipline in accordance with board policies, administrative regulations, and learning center policies and rules
- Conduct mini-lessons in the process of writing in all subject areas, study skills, and other aspects of course preparation
- Conduct brainstorming and clustering sessions with students, as needed
- Become familiar with the educational materials and resources available to teachers and students
- Facilitate peer critique groups in the subject area labs, as needed
- Contact teachers regarding course outlines and assignment schedules in preparation for intervention sessions
- Contact students and parents using company technologies for school program, outreach, and retention
- Communicate frequently and honestly with teachers regarding student progress and areas of concern
- Determine from teacher directions and evaluation of student work, the concepts that need to be the focus of tutorial sessions
- Maintain a cooperative, professional relationship with all administrators, teachers, colleagues, students, parents, and community members
- Utilization of Socratic questioning and writing techniques, as needed
- Review student course schedules for accuracy and support
- Periodically assists in testing and assessments
- Assist professionals in the instructional program in maintaining discipline and encouraging acceptable behavior from students, exhibiting a positive role model for students that support the organization mission
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities

- Keep informed of and comply with district and school regulations and policies
- Maintain prompt and regular attendance for each assignment
- Attend all required tutoring training and adhere to attendance policies
- Perform other duties as assigned

Qualifications

- Completed a minimum of 60 college units or an Associate Degree from an accredited state college is *required*
- 3+ years of related tutorial and mentoring experience is *preferred*
- Knowledgeable in Math and Reading teaching techniques is *preferred*
- Bilingual speaking skills is *desired*
- A demonstrated interest in a teaching career is *desired*
- Knowledgeable in basic computer literacy and MS Office (Word, Excel, PowerPoint, Outlook)

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of [Education Code] Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school – California Education Code Section 47605(b)(5)(F)*

In order to provide safety for all students and staff, AVIH has adopted and implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into AVIH's student and staff handbooks and shall be reviewed on an ongoing basis by a committee of the Board. These health and safety policies and procedures shall be made available to the District upon request.

The following is a summary of the health and safety policies of AVIH:

Procedures for Background Checks

Employees and contractors of AVIH shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. AVIH shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Human Resources Department shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated staff, certificated staff, and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws. AVIH shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

AVIH employees and volunteers who have frequent or prolonged contact with students, shall be assessed, examined (if necessary) and free of infectious tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

AVIH shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

AVIH shall adhere to Education Code Section 49423 regarding administration of medication in school.

Epinephrine Auto Injectors

AVIH adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. AVIH shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by AVIH.

School Safety Plan

AVIH shall maintain a school safety plan in accordance with Education Code sections 47605(b)(5)(F) and 32282(a)(2)(A)-(H), which shall be reviewed and updated annually by March 1 by AVIH and include, but not be limited to, the safety topics listed below:

- Child abuse reporting procedures consistent with Penal Code Section 11164, *et seq.*
- Disaster procedures, routine and emergency, including adaptations for pupils with disabilities, and an earthquake emergency procedures and training system.
- Procedures for allowing a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters and cooperate with such agencies during disasters or other emergencies affecting the public health and welfare.
- Suspension and expulsion policies (also see Element J of this charter).
- Procedures to notify teachers of dangerous pupils pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with the prohibition against discrimination contained Education Code Section 200 *et seq.*
- A schoolwide dress code, if any, pursuant to Education Code Section 35183 that prohibits pupils from wearing gang-related apparel.
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- A safe and orderly environment conducive to learning at the school.
- Procedures for conducting tactical responses to criminal incidents.

Staff receives training in emergency response, including appropriate “first responder” training or its equivalent.

Student Nutrition

AVIH believes well-nourished students promote a positive learning environment. We believe hungry students will not be in the optimal state of mind to learn if they are lacking a basic need of food. Therefore, AVIH will have nutritional food and drinks readily available to students during school hours. For students having scheduled appointment times exceeding two hours in a school day, a nutritionally adequate nutritious meal will be provided as required by Education Code Section 47613.5.

Bullying and Cyberbullying Prevention

AVIH shall adopt procedures for the prevention of bullying and cyberbullying by December 31, 2019, as required pursuant to Education Code Section 234.4. AVIH shall also annually make available to all employees who have regular interaction with students the CDE online training module on the prevention of bullying and cyberbullying, as required by Education Code Section 32283.5.

Human Trafficking Prevention

The AVIH governing board shall identify the most appropriate methods to inform parents and guardians regarding human trafficking prevention resources for students in grades 6-12 and implement those methods by January 1, 2020, as required by Education Code Section 49381.

Student Mental Health Services

AVIH shall notify students and parents or guardians no less than twice during the school year on how to access student mental health services on campus or in the community, as required by Education Code Section 49428(a). Such information shall, at a minimum, be included in the parent-student handbook, and posted on the school website.

Protections for Students Relating to Immigration and Citizenship Status

AVIH shall maintain policies on protections for students relating to immigration and citizenship status that are consistent with the California Attorney General’s guidance and model policies, *“Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s K-12 Schools in Responding to Immigration Issues,”* April 2018, pursuant to Education Code Section 234.7.

California Healthy Youth Act

Commencing with the 2019-20 school year, AVIH shall comply with the California Healthy Youth Act (Education Code Section 51930 *et seq.*), which requires charter schools to provide

comprehensive sexual health education and HIV prevention education to students in grades 7 to 12 at least once in middle school and once in high school.

Pregnant and Parenting Students

In accordance with Education Code sections 221.51, 222.5, and 46015, AVIH shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations at school resource centers to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. AVIH shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students.

Athletics

- Sudden Cardiac Arrest Prevention and Automated External Defibrillators: AVIH shall annually give a Sudden Cardiac Arrest (SCA) acknowledgement form to each athlete and require each athlete and the athlete's parent or guardian to sign such form before participating in an athletic activity, as required by Education Code Section 33479.3. In accordance with Education Code sections 35179.4 and 35179.6, AVIH shall ensure there is a written emergency action plan in place that describes the location and procedures to be followed in the event of SCA and other medical emergencies related to the athletic program's activities or events, which shall be posted as required. AVIH shall acquire at least one Automated External Defibrillator (AED) for the school, make the AED available at school athletic activities or events, and ensure the AED is maintained and regularly tested accordingly.
- Concussions and Head Injuries: AVIH shall annually give a concussion and head injury information sheet to each athlete and require each athlete and the athlete's parent or guardian to sign acknowledging receipt before the athlete initiates practice or competition, as required by Education Code Section 49475. AVIH also complies with Education Code sections 49475 and 35179.5 regarding concussion injury protocols and limitations on the number and length of practices.
- Opioid Factsheet: AVIH shall annually give an Opioid Factsheet for Patients to each athlete and require each athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian to sign acknowledging receipt before the athlete initiates practice or competition, as required by Education Code Section 49476.

Blood borne Pathogens

AVIH shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff shall follow the latest medical protocol for disinfecting procedures.

Suicide Prevention Policy

- Policy: AVIH shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The AVIH Board of Directors shall review, at minimum every fifth year, its policy on student suicide prevention and update its policy if necessary in accordance with Education Code Section 215.
- Student ID Cards: Beginning July 1, 2019, AVIH shall include on student identification cards for students in grades 7-12 the telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255, pursuant to Education Code Section 215.5.

Feminine Hygiene Products

AVIH shall ensure that at least 50% of its restrooms are stocked with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Drug Free/Alcohol Free/Smoke Free Environment

AVIH shall maintain a drug, alcohol, and smoke-free environment.

Facility Safety

AVIH shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. AVIH agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. AVIH shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

AVIH is committed to providing a safe working and learning environment where all individuals are afforded equal access and opportunities. AVIH prohibits discrimination, harassment, sexual harassment, intimidation and bullying, including cyber sexual bullying, in its academic and other educational programs, employment, services and activities based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race, ethnicity, creed, color, national origin, ancestry, ethnic group identification, immigration status, religion, religious affiliation, sex, sexual orientation, pregnancy, childbirth or related medical conditions, physical or mental disability, medical condition, potential or actual parental, family or marital status, age, genetic information, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, any other characteristic that is contained in the definition of hate crimes in the California Penal Code, or any other basis protected by federal, state, local law, ordinance or regulation.

AVIH shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at AVIH (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with AVIH's discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G)

AVIH shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District and the communities in which AVIH's resource centers are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and the communities in which its resource centers are located, including Spanish language materials.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District and the communities in which its resource centers are located.
- Outreach meetings

ELEMENT H: STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H)

Enrollment Policy

All students who reside in the State of California, within San Bernardino and adjacent counties pursuant to Education Code Section 51747.3, may attend AVIH subject only to capacity at each grade level, and any jurisdictional limitations imposed by law. AVIH shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Students who are children of military families shall be allowed to continue their education at AVIH regardless of any change of residence of the military family during that school year for the duration of the student's status as a child of a military family, or the end of military service of the student's parent, as required pursuant to Education Code Section 48204.6.

Application Process

The application process is comprised of the following:

- Completion of a student enrollment form

Enrollment Process

- Proof of immunization
- Proof of withdrawal from previous school
- Home Language Survey
- Signed Cumulative Record Request
- Completion of Emergency Medical Card

Applications will be accepted during an open enrollment period from July 1 to June 30 for enrollment in the following school year.

Public Random Drawing

AVIH operates year round and students follow individualized academic paths. As long as space is available, AVIH will enroll students immediately upon application at any time during the year.

As an independent study charter school, AVIH has the capacity to accept all applicants and therefore does not anticipate needing to hold a public random drawing. However, in the unlikely event that a resource center location is at capacity, AVIH shall follow the public random drawing procedures below.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In this event, AVIH will hold a

public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to applicants in the following order:

1. Siblings of students admitted to or attending AVIH.
2. Children of Charter School employees.
3. Residents of the District.

In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrolment. AVIH and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

AVIH will take all necessary efforts to ensure lottery procedures are fairly executed. In the event a lottery is necessary at AVIH, lottery spaces shall be pulled in order of grade level by the designated lottery official (appointed by the Area Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries shall be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students shall be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing shall be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category shall be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait-list carry over to the following school year.

ELEMENT I: INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I)

AVIH will facilitate an annual independent audit of the school's financial affairs as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The audit will verify the accuracy of AVIH's financial statements, attendance and enrollment accounting practices and review AVIH's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Chief Financial Officer along with an audit committee will review any audit exceptions or deficiencies and report to AVIH's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of AVIH is public record to be provided to the public upon request.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law:

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) *For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) *For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) *Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) *Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). – California Education Code Section 47605(b)(5)(J)

AVIH is committed to following applicable state law related to student due process and discipline procedures, when restorative practices are not able to remedy behavior. AVIH also recognizes there are behaviors that can jeopardize the safety of students and warrant the use of suspension and expulsion. Attached, as **Exhibit B**, please find AVIH's suspension and expulsion policy.

Voluntary Enrollment and Involuntary Removal Procedures

AVIH is committed to ensuring the student's voluntary participation in and understanding of independent study to graduate, or facilitate the student's transfer back to traditional instruction upon achievement of coursework goals, or when the student is unwilling to continue in Personalized Learning. AVIH is committed to attempting interventions to assist students unwilling to continue in Personalized Learning. After three missed assignments in a period of 20 school days in conjunction with AVIH participation interventions, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in Personalized Learning. If it is determined Personalized Learning is not in the best interest of the student, no pupil shall be involuntarily removed by the charter school for any reason, unless the parent or guardian of the pupil has been

provided written notice of the intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The notice shall inform him or her of the right to initiate an involuntary removal hearing, which will follow the same procedures as a hearing for a disciplinary removal, before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the involuntary removal hearing procedures, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. The involuntary removal hearing shall follow the same procedures as the hearing set forth in **Exhibit B**. Parents and students agree to this practice as part of their enrollment and master agreement. **Exhibit C** demonstrates the Voluntary Enrollment Acknowledgment.

ELEMENT K: EMPLOYEE RETIREMENT

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All employees at AVIH shall participate in the federal social security system. Additionally, AVIH shall offer a 403b Retirement Program. AVIH shall inform all applicants for positions within AVIH of the retirement program options for employees of AVIH. Designated administration is responsible for ensuring that mandatory deductions and contributions are made for all employees.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No student may be required to attend AVIH. Students who reside within the District who choose not to attend AVIH may attend a school within their school district of residence or another district according to the District's intra- and inter-district policies. Parents and guardians of each student enrolled in AVIH shall be informed in the parent-student handbook that students have no right to admission to a particular school of a local education agency as a consequence of enrollment in AVIH, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school employee shall be required to work at AVIH. Employees of the District who choose to leave the employment of the District to work at AVIH will have no automatic rights of return to the District after employment by AVIH unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in AVIH that the District may specify, any rights of return to employment in a school district after employment in AVIH that the school district may specify, and any other rights upon leaving employment to work in AVIH that the District determines to be reasonable and not in conflict with any law.

All employees of AVIH shall be considered the exclusive employees of AVIH and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to AVIH. Employment by AVIH provides no rights of employment at any other entity, including any rights in the case of closure of AVIH.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes Between the District and AVIH

AVIH recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. AVIH is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between AVIH and the District, AVIH staff and Board and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Chief Executive Officer, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, AVIH requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Chief Executive Officer or designee of AVIH, and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Chief Executive Officer, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Board of AVIH and the District Board of Education jointly agree to bind themselves.

The costs of the mediator shall be split equally between the District and AVIH. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and AVIH.

Internal Disputes

Disputes arising from within AVIH, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members shall be

resolved pursuant to policies and processes developed by AVIH. AVIH shall have an internal dispute resolution process to be used for all internal disputes related to AVIH's operations. AVIHS shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the AVIH Board has requested the District to intervene in the dispute. The District shall refer any complaints or reports regarding complaints or disputes concerning AVIH to the AVIH Board or the Chief Executive Officer for resolution in keeping with AVIH's policies.

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

Closure of AVIH will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of AVIH, the District, the County Office of Education, AVIH's SELPA, the retirement systems in which AVIH's employees participate (e.g., federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of AVIH of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close AVIH.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, AVIH will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. AVIH shall work with the District to determine a suitable arrangement for transfer and location of storage of student records.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, AVIH will prepare final financial records. AVIH will also have an independent audit completed within six months after closure. AVIH will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by AVIH and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and

unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to AVIH.

AVIH will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of AVIH, all assets of AVIH, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending AVIH, remain the sole property of the corporation and, upon dissolution of the charter school, shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, AVIH shall remain solely responsible for all liabilities arising from the operation of AVIH.

As AVIH is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of AVIH, the Board shall follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the initial budget in **Exhibit D**, AVIH shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g)

Attached, as **Exhibit D**, please find the following documents:

- A multi-year operational budget, cash flow, and financial projections
- Plans for establishment of a reserve
- LCFF budget calculator (FCMAT)
- Budget assumptions/narrative

B. Financial Reporting

AVIH shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of AVIH's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools.
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all AVIH's receipts and expenditures for the preceding fiscal year.
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1.

C. Insurance

AVIH has acquired and financed general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by AVIH's insurer. The District is named as an additional insured on the general liability insurance policy of AVIH. AVIH's obligations to acquire and maintain insurance amounts and types are provided in the MOU Agreement between AVIH and the District.

D. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g)

AVIH shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

AVIH may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between AVIH and the District and subject to District availability and willingness to provide such services.

E. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g)

As the Charter School is a non-classroom based/independent study charter school, the District and Charter School understand and agree that the Charter School may serve students and locate facilities in the District and throughout San Bernardino County and adjacent counties in accordance with Education Code Sections 47605, 47605.1(g) and 51747.3, to facilitate its independent study program and offer services to students including, but not limited to, testing, tutoring, small group sessions, and teacher-student meetings.

AVIH seeks to work with direct and indirect granters of WIOA Boards in multiple counties, including San Bernardino and contiguous counties. WIOA program locations are different with every WIOA funded grant or affiliate. Since one of the primary goals of WIOA is to promote job training to out of school youth, through WIOA funded programs, locations will change from grant to grant. AVIH partners with WIOA and its grantees to provide students high school diploma, training and other educational services.

The following is the Charter School's current location within the District:

- 8560 Aliento Road, Lucerne Valley, California 92356

Listed below are the Charter School's resource center locations:

- 12100 Palmdale Road, Adelanto, CA 92301
- 21660 Bear Valley Road, Apple Valley, CA 92308
- 17244 Randall Avenue, Fontana, CA 92335
- 11988 Hesperia, Hesperia, CA 92345
- 44199 Monroe Street, Suite B, Indio, CA 92201
- 2930 West Imperial Hwy, Inglewood, CA 90303
- 2401 W. Rosecrans Blvd, Gardena, CA 90249
- 1773 East Century Blvd, Los Angeles, CA 90002
- 4112 South Main Street, Los Angeles, CA 90037
- 5301 Whittier Blvd, Los Angeles, CA 90022
- 2055 N. Perris Blvd, Suite C-1, Perris, CA 92571
- 8520 Archibald Avenue, Building 20 Suite A, Rancho Cucamonga, CA 91730
- 4135 Chicago Avenue, Riverside, CA 92507
- 6780 Indiana Avenue, Riverside, CA 92506
- 1635-1695 Spruce Street, Riverside, CA 92507
- 689 W. 2nd Street, San Bernardino, CA 92410
- 3505 E. Highland Avenue, Suite C, Highland, CA 92346
- 1122 South State Street, San Jacinto, CA 92583

Education Code Section 47605.1(g) exempts charter schools that provide instruction exclusively in partnership with WIOA from the geographic restrictions related to out of district and in county locations set forth in Education Code Section 47605.1.

F. Transportation

With the exception of special education students whose transportation is mandated by their Individualized Education Program, or as otherwise required by applicable law, AVIH shall not provide transportation of students to and from school.

G. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School agrees to indemnify the District per the indemnification agreement set forth in the separate MOU with the District.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and as described above the School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, the District shall be named an additional insured on the general liability insurance of the Charter School.

CONCLUSION

By approving this charter renewal, the District will be fulfilling the intent of Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. Alta Vista Innovation High is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, Alta Vista Innovation High pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of this charter renewal petition. The term of the charter is for five (5) years, from July 1, 2020 through June 30, 2025.

**Charter Renewal Petition for Alta Vista Innovation High:
A Non-Profit Public Benefit Corporation**

Whereas the Lucerne Valley School Unified District received a valid charter renewal petition on _____, 2019, submitted pursuant to Education Code Sections 47607 and 47605, and

Whereas the Lucerne Valley Unified School District, after holding a public hearing on _____, 2019 and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter renewal petition, and be it

Resolved that Lucerne Valley Unified School District hereby approves and grants this charter renewal petition by a vote of ____ to ____ on _____, 2019, to be effective as of the date noted above and to continue for the remainder of the five (5) year term expiring on June 30, 2025.

Be it further resolved that this charter renewal petition constitutes a binding contract upon the Lucerne Valley Unified School District and Alta Vista Innovation High.

Witnessed:

Lucerne Valley Unified School District

*By: _____
Board President*

Its: _____

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Vista Innovation High School

CDS Code: 36-75051-0136432

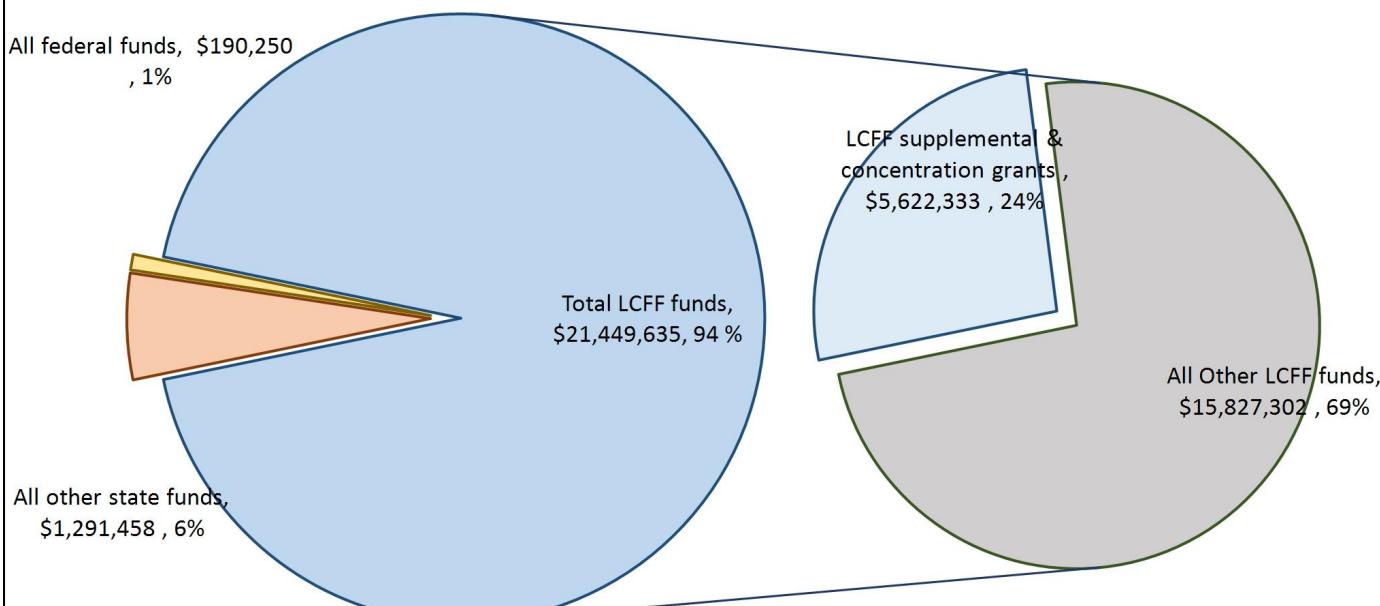
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ken Larson, Principal

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 2019-20 LCAP Year

Projected Revenue by Fund Source

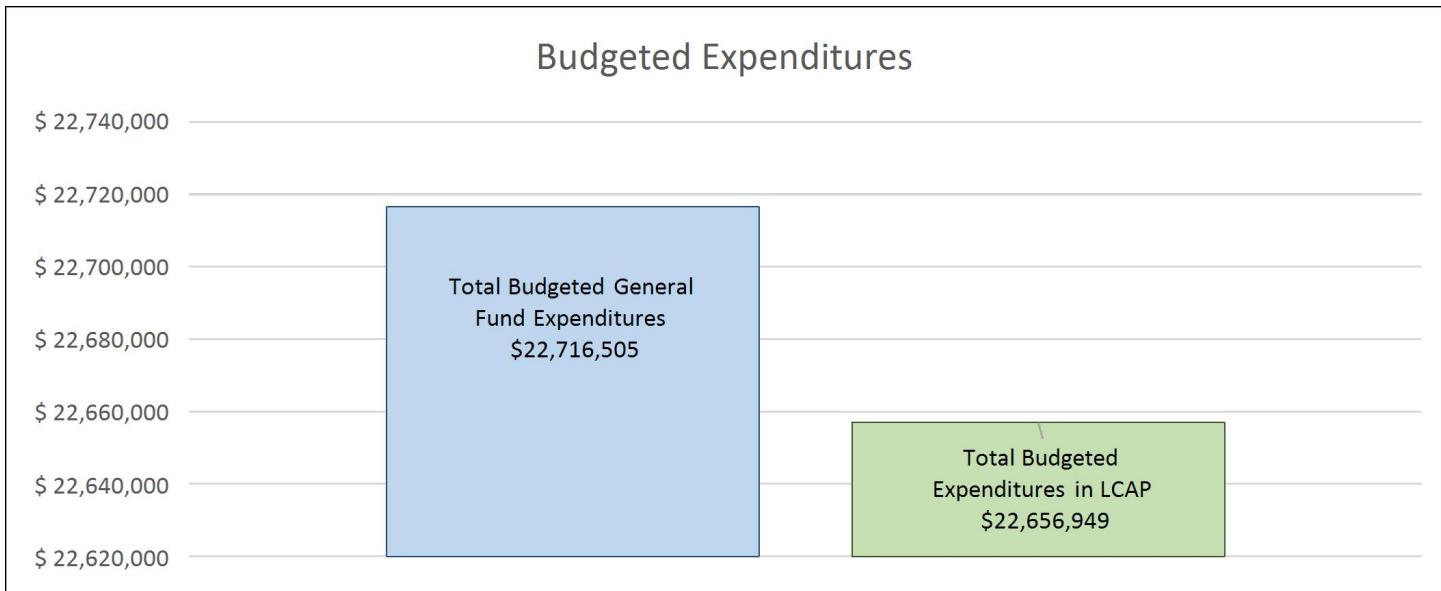


This chart shows the total general purpose revenue Alta Vista Innovation High School expects to receive in the coming year from all sources.

The total revenue projected for Alta Vista Innovation High School is \$22,931,343, of which \$21,449,635.00 is Local Control Funding Formula (LCFF), \$1,291,458.00 is other state funds, \$ is local funds, and \$190,250.00 is federal funds. Of the \$21,449,635.00 in LCFF Funds, \$5,622,333.00 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.



Alta Vista Innovation High School plans to spend \$22,716,505.00 for the 2019-20 school year. Of that amount, \$22,656,949.00 is tied to actions/services in the LCAP and \$59,556 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Audit fees and legal fees.

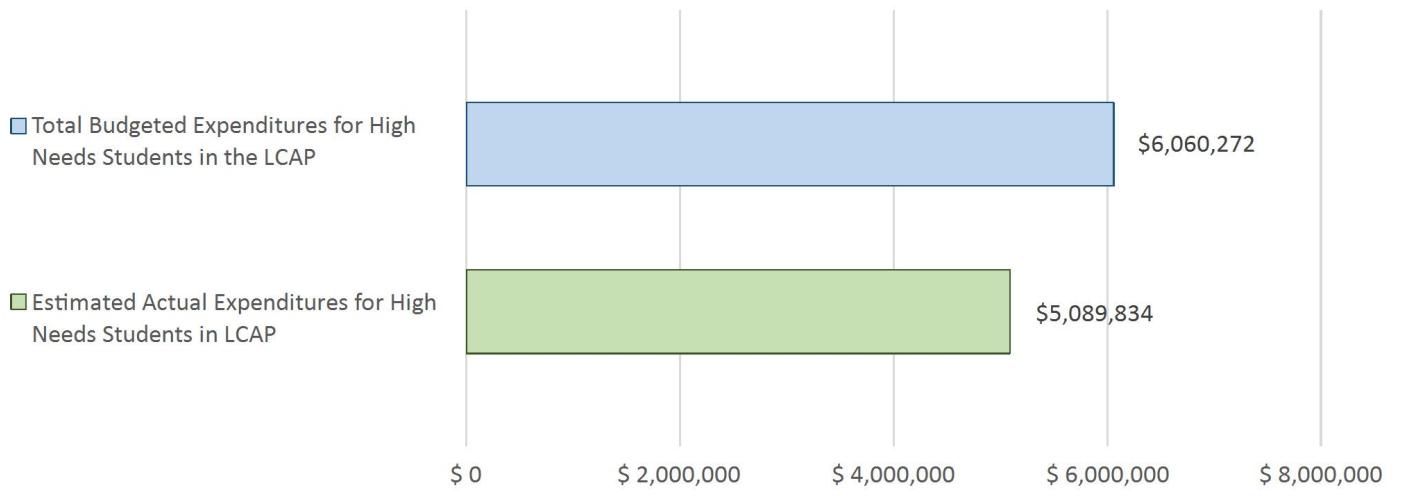
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Alta Vista Innovation High School is projecting it will receive \$5,622,333.00 based on the enrollment of foster youth, English learner, and low-income students. Alta Vista Innovation High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Alta Vista Innovation High School plans to spend \$5,622,333.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



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

In 2018-19, Alta Vista Innovation High School's LCAP budgeted \$6,060,272.00 for planned actions to increase or improve services for high needs students. Alta Vista Innovation High School estimates that it will actually spend \$5,089,834.00 for actions to increase or improve services for high needs students in 2018-19. The projected ADA for the 2018-19 LCAP was over estimated at 1918, and our actual 2018-19 P2 ADA was only 1544. Although it was a shortfall, students received actions and services without interruption.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Alta Vista Innovation High School

Contact Name and Title

Ken Larson
Principal

Email and Phone

klarson@innovationhigh.org
(760) 947-0006

2017-20 Plan Summary

The Story

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

Alta Vista Innovation High School serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college-readiness through our integrated personalized program of job readiness coursework and Workforce Innovation partnerships. Through partnerships with WIOA, students who face unique economic challenges, including out-of-school attendance and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system, will have improved tools to identify and access training options and other employment services best suited to their needs. Business partners will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of the program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

LCAP Highlights

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

Our Personalized Learning model in partnership with WIOA and other federal programs provides a unique public educational model that is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized Learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated

testing programs. The school offers this Personalized Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

The LCAP provides funds for helping high needs students with socio-emotional support academic interventions, counselling and student activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language Learners and foster youth.

Goal #1: Increase student retention.

Goal #2: Increase credit completion.

Goal #3: Increase students' computer literacy by completing an online course.

Goal #4: Increase student career and college-readiness.

Goal #5: Increase stakeholder engagement.

Review of Performance

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

Greatest Progress

We are a new Dashboard Alternative Status School and this is the first year for the school receiving a dashboard report. Indicators did not receive a color and not calculated, because there was not two years of data which is required in order to make a calculation for growth. Performance indicators from the California School Dashboard shows the following:

Graduation Rate was 69.7%.

Suspension Rate was 0%.

We met standards for the following indicators: Parent Engagement, Local Climate Survey, Access to a Broad Course of Study, Basic Teacher and Instructional Materials, and Implementation of Academic Standards.

We have developed an internal data collection system that aligns with the 8 state priorities and our LCAP goals. The school data demonstrates that we have grown in the following areas:

- Our retention rate was high at 80.3% as a result of our staff and teacher interventions.
- The graduate numbers increased to 167 students and will grow through the year.
- Results from the school climate survey demonstrated that students feel safe and connected at school.
- We increased our participation in the Career Technology Education program.

- The number of students enrolled in our online program increased and their course completion rate increased.
- Our teaching staff was 100% qualified.

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

Greatest Needs

The school is a new school, so there are no colors for the California School Dashboard indicators. However, with local data, we examined the following:

The College/Career indicator is 0.5%. We are looking into options for dual enrollment for our students and we are increasing our tracking of students completing a-g course work.

The English Language Arts indicator is 93.6 points below the standard. We are looking into possibly hiring a small group instructor to support our 11th graders in their efforts to pass the CAASPP.

The Mathematics indicator is 195.7 points below the standard. We are looking into possibly hiring a small group instructor to support our 11th graders in their efforts to pass the CAASPP.

Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. The school data demonstrates that we will need to take additional action in the following areas:

- Our attendance rate of 79.66% is below our expectation of 85%. We have a highly mobile population, so to address this we will make sure that students have more buy-in to the incentive programs that connect them to school.
- Although our credit completion was 2,14, we expect credit completion to continually improve. One step we could take is to build on our incentive program. We will work to increase the interest and participation of students in field trips, activities, sports and events at school, so that they feel part of a high performing learning community.

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

Performance Gaps

Although the California School Dashboard did not provide any color for the indicators, because the school is new, we were able to do the following analysis:

- Our special education students graduated at a rate of 94.1%, but our English Learners graduated at 78.9%.
- The All Student group for graduation was 69.7%. Our homeless students were 84.6%. Our socioeconomically disadvantaged students graduated at a 68% rate and Hispanic students graduated at 67%. Many student groups did not receive scores, because there were not enough students to make a valid calculation.
- The average score for 11th graders in ELA CAASPP was 93 points below standard and the lowest student group was students with disabilities at 147 points an English learners with 116 points below the CA standard. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling. White students scored 81 points below standard and African American students scored 135 points below standard. Socioeconomically Disadvantaged students scored 97 points below standard and Hispanic students scored 84 points below standard.
- The average score for 11th graders in Mathematic CAASPP was 195 points below standard and the lowest student group was students with disabilities at 234 points an English learners with 209 points below the CA standard. This is because we serve students who are traditionally 3-4 grades levels behind in their schooling. White students scored 191 points below standard and African American students scored 211 points below standard. Socioeconomically Disadvantaged students scored 194 points below standard and Hispanic students scored 195 points below standard.

We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We have teachers and tutors who are able to do this. We also plan to do the following:

- Provide support staff to work with students falling behind on a regular basis and address their specific needs.
- Ensure students in need participate in tutoring with a tutor they can connect to regularly.
- Promote participation in small group instruction when possible.

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.

The school was not identified for comprehensive support and improvement.

Support for Identified Schools

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

The school was not identified for comprehensive support and improvement.

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.

The school was not identified for comprehensive support and improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Increase student retention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
* Retention rate
* Attendance rate
* Dropout rate
* Suspension rate
* Expulsion rate
* Facilities Inspection Results

Below are the annual results for the new school:		
Goal #1 Metrics	2017-2018	Progress
Retention Rate w/ return to district - Priority #5 (Pupil Engagement)	80.3%	Met
Attendance Rate 85% - Priority #5	79.66 %	Below
Dropout Rate - Priority #5	10.1%	Met
Suspension Rate - Priority #6 (School Climate: Engagement)	Suspensions: 0	Met
Expulsion Rate- Priority #6	Expulsions: 0	Met
School Facilities - Priority #1 (Basic: Conditions for Learning)	Exemplary	Met

Expected

18-19

School Facilities rating is Exemplary (Priority 1)
 Retention rate will increase (Priority 8)
 Attendance rate will be 85% or higher (Priority 5)
 Dropout rate will decrease (Priority 5)
 Suspension rate will be low (Priority 6)
 Expulsion rate will be low (Priority 6)

Baseline

Baseline is 3rd quarter data 2018.

Goal #1 Metrics	2018
Retention Rate w/ return to district - Priority #5	83.3%
Attendance Rate 85% - Priority #5	83.21%
Dropout Rate - Priority #5	6.3%
Suspension Rate - Priority #5	Suspension: 0 Expulsions: 0
School Facilities - Priority #1	Exemplary

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	These actions are principally directed towards meeting the needs of the unduplicated student population, because in our	Classified, SRS, Tutors and others 601,414	Classified, SRS, Tutors and others 439,841.00

Increase instructional access through addition staff services, tutors, etc.	experience, these students have the greatest risk for poor attendance which leads to the loss of credit. The actions and services listed below will result in improved expected outcomes listed above for all students and in particular the unduplicated student population.	Certificated Counseling 111,028	Certificated Counseling 96,150.00
Student Retention Services personnel will provide intervention.		Materials, Supplies 8,358	Materials, Supplies 8,969.00
Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services for low income, foster youth, and English Learners:	Transportation 11,002	Transportation 56,887.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide an intervention and support program for English Learners and Redesignated FEP:	Provide an intervention and support program for English Learners and RFEP students:	Professional Development 110,020	Professional Development 71,170.00
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.	Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students. ELD curriculum and Read 180 are being implemented.	Materials, Hardware and Software 8,358	Materials, Hardware and Software 6,382.00
Purchase materials, hardware and software for EL intervention program	Small group instruction has started to be implemented in EL, ELA and Math.	Certificated salaries and benefits 493,681	Certificated salaries and benefits 427,525.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff.	Provide an effective educational program for all students: Certificated teachers employ a variety of techniques to reach students.	Certificated Salaries and Benefits 1,522,758	Certificated Salaries and Benefits 1,139,542.00
Support staff is required to maintain an effective educational program.	The SRS has provided assistance to students who have had difficulties attending school.	Classified and Benefits 547,002	Classified and Benefits 797,208.00
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	All students are provided standards-aligned curriculum in all subject areas.	Curriculum Development 18,941	Curriculum Development 23,142.00
Professional development for certificated and classified staff through conferences, training,,	Many modes of professional development have been used to	Professional Development 246,242	Professional Development 548,688.00
		Materials, Hardware and Software 240,137	Materials, Hardware and Software 184,421.00
		Facilities 641,355	Facilities 457,054.00

workshops or Professional Learning Communities models.

Educational materials are required to maintain an effective program.

Safe and secure facilities are required to maintain an effective educational program.

support students. PLC's look at data and share best practices.

Educational materials are used to maintain an effective educational program.

Facilities are safe and secure to maintain an effective educational program.

Analysis

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

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

We have done well in implementing the actions and services in this goal, such as having counselors and SRS's effectively helping students. Counselors and SRS's do home visits. Reaching and connecting with all sub-group students is still a persistent challenge. Providing bus tokens and transportation for students was very helpful.

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

Our attendance rate was below our expectations. Although implementation of our planned actions and services was on-going, we saw a slight increase in retention this year. We could do more to increase buy-in for student incentives in order to increase attendance.

Goal #1 Metrics	2017-2018	Progress
Retention Rate w/ return to district - Priority #5 (Pupil Engagement)	80.3%	Met
Attendance Rate 85% - Priority #5	79.66 %	Below
Dropout Rate - Priority #5	10.1%	Met
Suspension Rate - Priority #6 (School Climate: Engagement) Expulsion Rate- Priority #6	Suspensions: 0 Expulsions: 0	Met Met
School Facilities - Priority #1 (Basic: Conditions for Learning)	Exemplary	Met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The projected ADA for the 2018-19 LCAP was over estimated at 1918, and our actual 2018-19 P2 ADA was only 1544. Although it seems like a shortfall, students received actions and services without interruption.

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

There were no changes made to this goal. We endeavor to implement our strategies with fidelity.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
* Credit completion rate
* HQT percentage
* English learner reclassification rate
* Graduation rate
18-19
Increase number of credits completed (Priority 8)
100% highly qualified staff (Priority 1)
Increase English Learner reclassification rate (Priority 4)
Graduation rate increases (Priority 5)

Below are the annual results for the new school:				
Goal #2 Metrics	2017-2018	Progress		
Average Credit Completion - Priority #4 (Pupil Achievement: Outcomes)	2.14 Overall Courses	Met		
English Learner Reclassify - Priority #4	TBD	TBD CA avg. 13.5%		
Highly Qualified Status- Priority #1	100%	Maintained		
Graduate Data	2017-2018	Progress		
Increase Graduation total - Priority #5 CBED Cohort Rate - - Priority #5	164 students 51%	Met Met		
Student Subgroups	English Learners:	Low Income	Foster Youth	Special Education
Graduates 2017-18	12	123	2	14

Expected

Actual

Baseline

Baseline data is based on 3rd quarter results.

Goal #2 Metrics	2018
Average Credit Completion - Overall Courses	2.35
English Learner Reclassify	TBD
Highly Qualified Status	100%
Graduate Data	2017-2018
Increase Graduation total CBED Cohort Rate	175 students TBD%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Increase academic and social/emotional support services for low income, foster youth, and English Learners:	Certificated salaries and benefits 1,248,378	Certificated salaries and benefits 1,081,087.00
Read 180 teachers or literacy teachers	The read 180 teacher is working with students.	Classified wages and benefits 247,855	Classified wages and benefits 181,267.00
Increase academic and social/emotional support services through additional counseling staff.	Counselors support students have been available at every center to assist students.	Materials, Hardware, Software - including Read 180 18,646	Materials, Hardware, Software - including Read 180 14,237.00
Increase instructional access through addition staff services, tutors, etc.	Tutors are available to students during school hours.	Transportation 21,505	Transportation 111,192.00

Establish an integrated intervention/incentive system	A variety of incentives were employed, including snacks for students attending school.
Read 180 program and materials	
Provide transportation assistance	Students receive transportation assistance if needed through the local public bus service.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners and Redesignated FEP:	Provide an intervention and support program for English Learners and RFEP students:	Certificated salaries and benefits 245,461	Certificated salaries and benefits 212,568.00
Lab and small groups teachers for EL, ELA and mathematics	Small group instruction has started to be implemented in EL, ELA and Math.	Classified wages and benefits 66,594	Classified wages and benefits 48,703.00
EL Lead Teacher and Regional Support	ELD curriculum and Read 180 are being implemented.	Professional Development 1,101,468	Professional Development 712,525.00
EL tutor support and clerical support	An EL clerk helps assess students and a tutors are available. Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students.	Materials, Hardware, Software 1,581	Materials, Hardware, Software 1,207.00
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.	The EL curriculum is being taught by the EL teacher.		
Purchase materials, hardware and software for EL intervention program			

Action 3

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Provide an effective educational program:	Provide an effective educational program for all students:	Certificated salaries and benefits 3,707,993	Certificated salaries and benefits 2,774,841.00
The foundation of an effective educational program is Highly Qualified Teaching staff.	Certificated teachers employ a variety of techniques to reach students.	Classified wages and benefits 575,622	Classified wages and benefits 838,919.00
Support staff is required to maintain an effective educational program.	The SRS has provided assistance to students who have had difficulties attending school.	Curriculum Development 90,648	Curriculum Development 110,748
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	All students are provided standards-aligned curriculum in all subject areas.	Professional Development 333,429	Professional Development 742,960.00
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Many modes of professional development have been used to support students. PLC's look at data and share best practices.	Facilities 1,562,654	Facilities 1,113,607.00
Safe and secure facilities are required to maintain an effective educational program.	Facilities are safe and secure to maintain an effective educational program.	Materials, Hardware, Software - including assessments 422,843	Materials, Hardware, Software - including assessments 324,735.00
Educational materials are required to maintain an effective program.	Educational materials are used to maintain an effective educational program.		
Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.	Students were assessed this year using NWEA and the CAASPP.		

Analysis

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

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

We have done well in implementing the actions and services in this goal, such as having tutors and intervention teachers effectively helping students. However, meeting the academic needs of all sub-group students is still a persistent challenge.

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

Our graduation numbers increased compared with last year at the 3rd quarter. As a result of our effective implementation, our average credit completion rate has been consistent. Read 180 was very helpful in identifying students learning and then intervention for their literacy skills.

Goal #2 Metrics		2017-2018		Progress
Average Credit Completion - Priority #4 (Pupil Achievement: Outcomes)		2.14 Overall Courses		Met
English Learner Reclassify - Priority #4		TBD		TBD CA avg. 13.5%
Highly Qualified Status- Priority #1		100%		Maintained
Graduate Data		2017-2018		Progress
Increase Graduation total - Priority #5 CBED Cohort Rate -- Priority #5		164 students 51%		Met Met
Student Subgroups	English Learners:	Low Income	Foster Youth	Special Education
Graduates 2017-18	12	123	2	14

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The projected ADA for the 2018-19 LCAP was over estimated at 1918, and our actual 2018-19 P2 ADA was only 1544. Although it seems like a shortfall, students received actions and services without interruption.

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

There were no changes made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

- * Online course completion
- * Online course enrollment
- * Online course availability

18-19

- Online course completion rate will increase (Priority 8)
Online course enrollment will increase (Priority 8)
Online course available (Priority 7)

Below are the annual results for the new school:

Goal #3 Metrics	2017-2018	Progress
Online Enrollment- Priority #7 (Course Access: Conditions of Learning)	365	Met
Online Completion- Priority #7	85.97%	Met
Online Course Access- Priority #7	100%	Maintained

Expected

Actual

Baseline

Baseline data is based on 3rd quarter results.

Goal #3 Metrics	2018
Online Enrollment	308
Online Completion:	54.22%
Online Course Access	100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Increase academic and social/emotional support services for low income, foster youth, and English Learners:	Certificated and Benefits 314,501	Certificated and Benefits 272,356
Lab and small group teachers for Online program	The online teacher is working with students.	Classified and Benefits 58,095	Classified and Benefits 42,487
Increase academic and social/emotional support services through additional counseling staff.	Counselors support students have been available at every center to assist students.	Materials for incentives 15,609	Materials for Incentives 16,749
Increase instructional access through addition staff services, tutors, etc.	The Tech Tutor is available to students during school hours.	Materials, Hardware, Software 20,549	Materials, Hardware, Software 15,690
Establish an integrated intervention/incentive system	A variety of incentives were employed, including snacks for students attending school.	Transportation 5,648	Transportation 29,203
Online program and materials, including computers and mobile devices	The online program is still growing and more support is needed for technology.		

Provide transportation assistance	Students receive transportation assistance if needed through the local public bus service.
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners and Redesignated FEP:	Provide an intervention and support program for English Learners and RFEP students:	Classified and Benefits 15,609	Classified and Benefits 11,416
EL tutor support and clerical support	Tutors support students with online curriculum.	Professional Development 258,173	Professional Development 167,009
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.	Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students.	Materials, Hardware, Software 5,648	Material, Hardware, Software 4,312
Purchase materials, hardware and software for EL intervention program	The ELD Read Smart is a curriculum online that we hope to purchase in the future.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an effective educational program:	Provide an effective educational program for all students: Certificated teachers employ a variety of techniques to reach students.	Certificated and Benefits 1,002,527	Certificated and Benefits 750,232
The foundation of an effective educational program is Highly Qualified Teaching staff.		Classified and Benefits 292,287	Classified and Benefits 425,983
		Curriculum Development 16,236	Curriculum Development 19,836
		Facilities 412,861	Facilities 294,221

Support staff is required to maintain an effective educational program.	The SRS has provided assistance to students who have had difficulties attending school.	Materials, Hardware, Software 15,509	Materials, Hardware, Software 11,911
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	All students are provided standards-aligned curriculum in all subject areas.	Professional Development 701,079	Professional Development 1,562,173
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Many modes of professional development have been used to support students. PLC's look at data and share best practices.		
Safe and secure facilities are required to maintain an effective educational program.	Facilities are safe and secure to maintain an effective educational program.		
Educational materials are required to maintain an effective program.	Educational materials are used to maintain an effective educational program.		

Analysis

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

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

We have continued to improve in implementing the actions and services in this goal, such as having teachers enroll students in an online program and providing tutors to help support the students. However, meeting the academic needs of all sub-group students is still a persistent challenge. It's a challenge to ensure that students enroll in an online class when they complete orientation.

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

Our online enrollment has significantly increased. Our completion rate increased compared to the previous year. There are now multiple pathways for students to access support for the online education curriculum and that increases the levels of participation.

Goal #3 Metrics	2017-2018	Progress
Online Enrollment- Priority #7 (Course Access: Conditions of Learning)	365	Met
Online Completion- Priority #7	85.97%	Met
Online Course Access- Priority #7	100%	Maintained

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The projected ADA for the 2018-19 LCAP was over estimated at 1918, and our actual 2018-19 P2 ADA was only 1544. Although it seems like a shortfall, students received actions and services without interruption.

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

There were no changes made to this goal this year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
* Core and ELD courses completed
* CTE and CRS enrollment
* Individual Learning Plans
18-19
Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) Individual Learning Plans (Priority 8)

Below are the annual results for the new school:		
Goal #4 Metrics	2017-2018	Progress
CTE & Basic CTE Course Enrollment - Priority #8 (Other Pupil Outcomes)	847	Met
Individual Learning Plans with CTE incorporated- Priority #7 (Course Access)	95%	Met
Implementation of state academic standards and EL courses- Priority #2 (State Standards: Conditions of Learning)	3.0 out of 5.0	Initial Implementation

Expected

Actual

Baseline

Baseline data is based on 3rd quarter results.

Goal #4 Metrics	2018
CTE & Basic CTE Course Enrollment	128
Individual Learning Plans with CTE incorporated	95%
Implementation of state academic standards and EL courses-	3.0 out of 5.0

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Increase academic and social/emotional support services for low income, foster youth, and English Learners:	Certificated and Benefits 571,066	Certificated and Benefits 494,539
Lab and small group teachers for CTE program	The CTE teachers are working with students.	Classified and Benefits 105,033	Classified and Benefits 76,815
Increase academic and social/emotional support services through additional counseling staff.	Counselors support students have been available at every center to assist students.	Materials - incentives 28,340	Materials - incentives 30,411
Increase instructional access through addition staff services, tutors, etc.	The Tech Tutor is available to students during school hours.	Materials, Hardware, Software 37,313	Materials, Hardware, Software 28,490
Establish an integrated intervention/incentive system	A variety of incentives were employed, including snacks for students attending school.	Transportation 34,824	Transportation 180,058
CTE program and materials			

Provide transportation assistance	The CTE program is still growing and more support is needed for technology. Students receive transportation assistance if needed through the local public bus service.
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an intervention and support program for English Learners and Redesignated FEP:	Provide an intervention and support program for English Learners and RFEP students:	Classified and Benefits 28,340	Classified and Benefits 20,726
EL tutor support and clerical support	The tutors supports students with CTE as needed.	Professional Development 156,263	Professional Development 101,084
Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.	Many modes of professional development have been used to support students. PLCs use data to discuss next steps with subgroup students.	Materials, Hardware, Software 5,648	Materials, Hardware, Software 4,312
Purchase materials, hardware and software for EL intervention program	The ELD Read Smart is a curriculum online that we hope to purchase in the future.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an effective educational program:	Provide an effective educational program for all students:	Certificated and Benefits 1,522,043 Classified and Benefits 193,860	Certificated and Benefits 1,139,006 Classified and Benefits 282,534

The foundation of an effective educational program is Highly Qualified Teaching staff.	Certificated teachers employ a variety of techniques to reach students.
Support staff is required to maintain an effective educational program.	The SRS has provided assistance to students who have had difficulties attending school.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.	All students are provided standards-aligned curriculum in all subject areas.
Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Many modes of professional development have been used to support students. PLC's look at data and share best practices.
Safe and secure facilities are required to maintain an effective educational program for CTE program	Facilities are safe and secure to maintain an effective educational program.
Educational materials are required to maintain an effective program.	Educational materials are used to maintain an effective educational program.
Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.	Many of the students have an Individualized Learning plan that include CTE coursework.

Curriculum Development 9,471	Curriculum Development 11,571
Professional Development 158,914	Professional Development 354,099
Facilities 3,021,131	Facilities 2,152,974
Materials, Hardware, Software 232,391	Materials, Hardware, Software 178,472

Analysis

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

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

The Career Technology Education program has been growing in its offerings and participation is increasing. We expect all of our students to take the Career Readiness course. It is still a challenge to enroll sub-group students in high numbers, but we continue with our outreach and career planning efforts. We had additional field trips, along with career and college activities this year. Also, The small classroom option, like the CTE programs, has helped the quality of the program and we hope to build upon it next year.

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

As a result of our implementation, the enrollment in CTE courses has increased. The percentage of students with CTE in their Academic Plan has also increased, because teachers promote those courses for students. Course completion has also significantly improved as students' interest and engagement are elevated by this course work.

Goal #4 Metrics	2017-2018	Progress
CTE & Basic CTE Course Enrollment - Priority #8 (Other Pupil Outcomes)	847	Met
Individual Learning Plans with CTE incorporated- Priority #7 (Course Access)	95%	Met
Implementation of state academic standards and EL courses- Priority #2 (State Standards: Conditions of Learning)	3.0 out of 5.0	Initial Implementation

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The projected ADA for the 2018-19 LCAP was over estimated at 1918, and our actual 2018-19 P2 ADA was only 1544. Although it seems like a shortfall, students received actions and services without interruption.

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

We are considering for the 2019-2020 school year, adjusting how the enrollment is reported. We are considering breaking out the Career Ready Courses separate from the CTE numbers. The committee CCI committee will meet in June to discuss details and make a presentation to the board.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

- * Stakeholder participation data
- * Client Survey Results
- * Evidence of Communication

18-19

Stakeholder involvement will increase (Priority 3)
Survey data will reveal high satisfaction (Priority 6)
School communication will support engagement (Priority 3)

Below are the annual results for the new school:

Goal #5 Metrics	2017-2018	Progress
Open House & Awards - Priority #3 (Parent Involvement: Engagement)	283	Met
PAC/ELAC Participation- Priority #3	40	Met
Parent Conferences/ Orientation - Priority #3	1682	Met
Student Survey - Priority #6 (School Climate: Engagement)	98% Feel Safe 90% Feel Connected 95% Satisfied	Met Met
Parent Survey – Priority #6 (School Climate: Engagement)	92% Feel Encouraged to Participate	Met

Expected

Actual

Baseline

Baseline data is based on 3rd quarter results.

Goal #5 Metrics	2017-2018
Open House & Awards -	183
FAC/ELAC Participation-	40
Parent Conferences/ Orientation	1682
Student Survey -	98% Feel Safe 90% Feel Connected 95% Satisfied
Parent Survey - Priority #6	91% Feel Encouraged to Participate

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish partnerships and engage in outreach to community through community liaison and staff outreach.	Community Liaison supports the school in building local partnerships by participating in community events and relaying information to the schools.	Classified wages and benefits 100,448	Classified Wages and Benefits 146,394
Development of a calendar of events.	School calendar was developed.	Materials 38,686	Materials 29,710
Communicate scheduled events.	Parents were communicate with through flyers and notes home.	Contracted Services - Communications 30,041	Contracted Services- Communications 35,384
Open House and Award nights.	School events happened this year.		
Collect stakeholder input as measured by an annual survey.	Surveys have been developed and implemented.		
Develop baseline completion data.			

Communication of Program

Multiple forms of communication methods are used to communicate with parents.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication outreach and translation services in primary language by staff. Transportation for those in need.	Primarily Spanish speaking staff are available to assist parents. Translation services are used to support students and parents in their home language. We provide transportation as needed for people to participate in school activities.	Classified wages and benefits 93,403 Transportation 10,861	Classified wages and benefits 68,310 Transportation 56,157

Analysis

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

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

This year there was a good amount of participation in the school awards program, parent conferences and ELAC meetings. Parents were communicate with through flyers and notes home. Our community liaison provided added value in community and parent outreach, but it is still a significant challenge to effectively engage all of our parents. We continue to employ multiple methods to communicate school activities through Parent Square, translations, flyers, and engaging activities.

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

Overall, we met expectations in all of our metrics for this goal. As a result of our implementation this year, we saw an increase our English Learner Parent Advisory and input into the school program. The number of participants in school activities such as Open House and Awards was increased this year. Parents expressed that the feel encouraged to participate in the school activities.

Goal #5 Metrics	2017-2018	Progress
Open House & Awards - Priority #3 (Parent Involvement: Engagement)	283	Met
PAC/ELAC Participation- Priority #3	40	Met
Parent Conferences/ Orientation - Priority #3	1682	Met
Student Survey - Priority #6 (School Climate: Engagement)	98% Feel Safe 90% Feel Connected 95% Satisfied	Met Met
Parent Survey – Priority #6 (School Climate: Engagement)	92% Feel Encouraged to Participate	Met

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year there were no material differences.

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

There were no changes made to this goal at this time.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

ENGAGEMENT OF SPECIAL EDUCATION SELPA SUPPORT:

At this time, our charter school does not take Title I funds, therefore we are not required to follow the additional LCAP requirements including consultation with the SELPA. However, we have a good partnership with our SELPA administration and the following collaborative activities have had a positive impact:

- Dropout (and Graduation) data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.
- Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested.

The Parent Advisory Committee/English Learner Advisory Committee met on these dates: Sept.12th, December 14th, 2018; February 12th, 2019 and May 20th, 2019.

On September 12, 2018, the Parent Advisory Committee and English Learner Advisory Committee met and learned about the LCAP goals and provided input into the actions and services for the goals. The meeting addressed the following items: current budget of the school; changes to the school budget under local control; parents were asked for consultation about the school LCAP goals, actions and services, the school data was shared, and the effectiveness of the school and instructional program was discussed. The meetings comprised of parents whose students came from a variety of student groups. Parents, pupils, school staff, and other stakeholders have also been engaged and involved in developing, reviewing and supporting implementation of the LCAP over the last couple of years. Meetings included participants with students from the three specific target groups; low income students, English learners, and foster youth. Finally, they were provided an opportunity to share what they liked about the school, and discussed ways we can improve how well we prepare students to be life-long learners.

On February 12, 2019 the parents from the PAC/ELAC met and discussed each of the LCAP goals. Progress on the LCAP goals was shared and parents were asked for their input and feedback on future actions and services for relating to the goals. School data was shared and they provided ideas which had an impact on the LCAP. English Learners who Reclassified Fluent English Proficient received reclassification awards. Information from the parent consult is shared in the next section of the LCAP.

On May 20, 2019, the Parent Advisory Committee and English Learner Advisory Committee convened to review a Budget Overview was shared that included per pupil spending, and anticipated LCAP and LCFF supplemental funding. Previously-shared LCAP goals for 18-19 school year were reviewed, and stakeholders provided additional input for the upcoming school year.

We presented the Budget Overview for Parents on May 20th, 2019.

On May 20th, 2019 staff, administration, students and parents were invited to discuss progress on the LCAP goals and data at the school site. The administration shared the data and their analysis of each goal, then asked for input from the stakeholders. There was a concerted interest in continuing to make progress on the goals and actions described in the LCAP, such as providing more parent conferences throughout the year and hire additional tutors. During this PD we went over our Big Rocks.

Impact on LCAP and Annual Update

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

AVIHS LCAP Meeting – May 20, 2018

Goal 1

- Increase the amount of intervention and incentive field trips

Goal 2

- Decreasing social media interactions through positive interaction with students at the school sites.
- Provide decision-making and social-emotional support classes for students
- Provide additional training for staff in the area of online courses, dual enrollment
- Provide dual enrollment classes at the school site via local community college instructors

Goal 3

- Provide training for teachers on mentoring strategies
- Hire student/alumni ambassadors
- Provide critical thinking classes for students, public speaking classes, and English classes for students through dual enrollment at VVC

Goal 4

- More college trips

- Prepare students for what's expected after graduation through coaching and mentoring by counselors and teachers
- Provide college application help by counselor 1 on 1 model
- Hold grant and college aid workshops for students to find money for college

Goal 5

- Give parents more time to prepare for events through more effective communication
- Increase positive communication with parents via multiple communication methods

Results from the Parent Advisory Committee/English Learner Advisory Committee:

Through our meetings and discussions, the following input was provided for the actions and expenditures within our goals. The parents impacted the LCAP by suggesting the following:

- Hire additional teachers to maximize instructional minutes
- Hire additional staff to increase monitoring of student progress
- Hire additional tutors to increase one-one-one support
- Increased communication on credit completion
- Increase college and career counseling
- Increase online course offerings
- Increase CTE courses offered
- Additional field trips to colleges
- Increase communication in Spanish and additional opportunities, like academic conferences
- Developing additional opportunities for parental involvement

Staff impacted the LCAP by suggesting:

The staff impacted the LCAP by suggesting the following:

- Professional development for teachers to connect with students.
- Increase SRS support and follow through for students who have low attendance
- Increase interventions for students low in reading and mathematics
- Bringing in more opportunities for post-secondary preparation and success
- More tutor support for students who are falling behind.
- An increased instructional minutes through the increase of educational staff
- Training on supporting the school's specific English Learner population
- An expansion of the use of technology, CTE and online course offerings
- An increase in CTE course offerings and field opportunities
- Create system-wide approach to proactively supporting students and connecting parents

Students impacted the LCAP:

The students impacted the LCAP by suggesting the following:

- Increase online course offerings
- Increase CTE courses offered
- Provide extra-curricular or elective opportunities will foster engagement, retention and a positive school culture.
- Provide student incentives for high attendance or hitting credit goals that students like.
- Provide a basic computer workshop/class.
- Increase field trips to colleges and universities.
- College awareness workshops
- Additional field trips to area colleges
- Hire a counselor to provide post-secondary, academic, and social emotional support
- Hire an additional school counselor to help with parent involvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

Increase student retention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students' attendance is often irregular for a variety of reasons. Regular attendance needs to increase, if students are going to be successful in their educational program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Retention rate * Attendance rate * Dropout rate * Suspension rate * Expulsion rate * Facilities Inspection Results	Baseline is 3rd quarter data 2018.	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5)	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5)	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
<table border="1"> <thead> <tr> <th>Goal #1 Metrics</th><th>2018</th></tr> </thead> <tbody> <tr> <td>Retention Rate w/ return to district - Priority #5</td><td>83.3%</td></tr> <tr> <td>Attendance Rate 85% - Priority #5</td><td>83.21%</td></tr> <tr> <td>Dropout Rate - Priority #5</td><td>6.3%</td></tr> <tr> <td>Suspension Rate - Priority #5</td><td>Suspension: 0 Expulsions: 0</td></tr> <tr> <td>School Facilities - Priority #1</td><td>Exemplary</td></tr> </tbody> </table>	Goal #1 Metrics	2018	Retention Rate w/ return to district - Priority #5	83.3%	Attendance Rate 85% - Priority #5	83.21%	Dropout Rate - Priority #5	6.3%	Suspension Rate - Priority #5	Suspension: 0 Expulsions: 0	School Facilities - Priority #1	Exemplary		<p>Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)</p>	<p>Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)</p>	<p>Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)</p>
Goal #1 Metrics	2018															
Retention Rate w/ return to district - Priority #5	83.3%															
Attendance Rate 85% - Priority #5	83.21%															
Dropout Rate - Priority #5	6.3%															
Suspension Rate - Priority #5	Suspension: 0 Expulsions: 0															
School Facilities - Priority #1	Exemplary															

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase academic and social/emotional support services:	Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.
Student Retention Services personnel will provide intervention.	Student Retention Services personnel will provide intervention.	Student Retention Services personnel will provide intervention.
Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.
Establish an integrated intervention/incentive system.	Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system
Provide transportation assistance	Provide transportation assistance	Provide transportation assistance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	65,685	601,414	624,938
Budget Reference	Classified, SRS, Tutors and others	Classified, SRS, Tutors and others	Classified, SRS, Tutors and others
Amount	12,126	111,028	115,371
Budget Reference	Certificated Counseling	Certificated Counseling	Certificated Counseling

Amount	913	8,358	8,685
Budget Reference	Materials, Supplies	Materials, Supplies	Materials, Supplies
Amount	1,202	11,002	11,432
Budget Reference	Transportation	Transportation	Transportation

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide an intervention and support program:

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

2018-19 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

Provide professional development for certificated and classified staff to

2019-20 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

Provide professional development for certificated and classified staff to

Purchase materials, hardware and software for intervention program Small group teachers and labs for EL, ELA and mathematics	implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program Small group teachers and labs for EL, ELA and mathematics	implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program Small group teachers and labs for EL, ELA and mathematics
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,016	110,020	114,323
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	913	8,358	8,685
Budget Reference	Materials, Hardware and Software	Materials, Hardware and Software	Materials, Hardware and Software
Amount	53,919	493,681	512,991
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated salaries and benefits

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Actions/Services		
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>	<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p> <p>Safe and secure facilities are required to maintain an effective educational program.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	669,865	1,522,758	1,582,319
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits
Amount	313,281	547,002	568,398
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	10,848	18,941	19,682
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	39,902	246,242	255,874
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	339,784	240,137	249,529
Budget Reference	Materials, Hardware, Software	Materials, Hardware and Software	Materials, Hardware, Software
Amount	468,445	641,355	666,441
Budget Reference	Facilties	Facilities	Facilities

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 2

Increase credit completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students that enroll are typically behind in their credits. Students need additional intervention and support to increase their performance and build up their credits towards graduation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> * Credit completion rate * HQT percentage * English learner reclassification rate * Graduation rate 	Baseline data is based on 3rd quarter results.	<ul style="list-style-type: none"> Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) 	<ul style="list-style-type: none"> Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) 	<ul style="list-style-type: none"> Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
	<table border="1"> <thead> <tr> <th>Goal #2 Metrics</th><th>2018</th></tr> </thead> <tbody> <tr> <td>Average Credit Completion -</td><td>2.35 Overall Courses</td></tr> <tr> <td>English Learner Reclassify</td><td>TBD</td></tr> <tr> <td>Highly Qualified Status</td><td>100%</td></tr> <tr> <td>Graduate Data</td><td>2017-2018</td></tr> <tr> <td>Increase Graduation total CBED Cohort Rate</td><td>175 students TBD%</td></tr> </tbody> </table>	Goal #2 Metrics	2018	Average Credit Completion -	2.35 Overall Courses	English Learner Reclassify	TBD	Highly Qualified Status	100%	Graduate Data	2017-2018	Increase Graduation total CBED Cohort Rate	175 students TBD%	Graduation rate increases (Priority 5)	Graduation rate increases (Priority 5)	Graduation rate increases (Priority 5)
Goal #2 Metrics	2018															
Average Credit Completion -	2.35 Overall Courses															
English Learner Reclassify	TBD															
Highly Qualified Status	100%															
Graduate Data	2017-2018															
Increase Graduation total CBED Cohort Rate	175 students TBD%															

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:	Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
Read 180 teachers or literacy teachers	Read 180 teachers or literacy teachers	Read 180 teachers or literacy teachers
Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.
Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.
Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system
Read 180 program and materials	Read 180 program and materials	Read 180 program and materials
Provide transportation assistance	Provide transportation assistance	Provide transportation assistance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	136,345	1,248,378	1,297,207
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated salaries and benefits

Amount	27,070	247,855	257,549
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benfits
Amount	2,037	18,646	19,376
Budget Reference	Material, Hardware, Software: Read 180	Materials, Hardware, Software - including Read 180	Materials, Hardware, Software - including Read 180
Amount	2,349	21,505	22,346
Budget Reference	Transportation	Transportation	Transportation

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program	Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26,809	245,461	255,062
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated salaries and benefits
Amount	7,273	66,594	69,199
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	120,300	1,101,468	1,144,551
Budget Reference	Professional Development	Professional Development	Professional Developmnet

Amount	173	1,581	1,643
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

2018-19 Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

2019-20 Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.
A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.	Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.
Safe and secure facilities are required to maintain an effective educational program.	Safe and secure facilities are required to maintain an effective educational program.	Educational materials are required to maintain an effective program.
Educational materials are required to maintain an effective program.	Educational materials are required to maintain an effective program.	Safe and secure facilities are required to maintain an effective educational program.
Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.	Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.	Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,123,651	3,707,993	3,853,027
Budget Reference	Certificated salaries and benefits	Certificated salaries and benefits	Certificated Salaries and benefits
Amount	329,672	575,622	598,137
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	51,916	90,648	94,194
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	190,962	333,429	346,471
Budget Reference	Professional Development	Professional Development	Professional Development

Amount	894,967	1,562,654	1,623,776
Budget Reference	Facilities	Facilities	Facilities
Amount	242,172	422,843	439,382
Budget Reference	Materials, Hardware, Software - including assessments	Materials, Hardware, Software - including assessments	Materials, Hardware, Software - including assessments

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students are expected to be prepared to enter the workforce and should have basic computer literacy. Students are encouraged to complete an online course to demonstrate their proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20								
<ul style="list-style-type: none"> * Online course completion * Online course enrollment * Online course availability 	<p>Baseline data is based on 3rd quarter results.</p> <table border="1"> <thead> <tr> <th>Goal #3 Metrics</th><th>2018</th></tr> </thead> <tbody> <tr> <td>Online Enrollment</td><td>308</td></tr> <tr> <td>Online Completion-Online Course Access</td><td>54.22%</td></tr> <tr> <td>Online Course Access</td><td>100%</td></tr> </tbody> </table>	Goal #3 Metrics	2018	Online Enrollment	308	Online Completion-Online Course Access	54.22%	Online Course Access	100%	<p>Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)</p>	<p>Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)</p>	<p>Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)</p>
Goal #3 Metrics	2018											
Online Enrollment	308											
Online Completion-Online Course Access	54.22%											
Online Course Access	100%											

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Lab and small group teachers for Online program

2018-19 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Lab and small group teachers for Online program

2019-20 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Lab and small group teachers for Online program

Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.
Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.
Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system
Online program and materials, including computers and mobile devices	Online program and materials, including computers and mobile devices	Online program and materials, including computers and mobile devices
Provide transportation assistance	Provide transportation assistance	Provide transportation assistance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	34,349	314,501	326,803
Budget Reference	Certificated and Benefits	Certificated and Benefits	Certificated and Benefits
Amount	6,345	58,095	60,367
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	1,705	15,609	16,220
Budget Reference	Materials incentives	Materials for incentives	Materials - incentives
Amount	2,244	20,549	21,352
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Amount	617	5,648	5,869
Budget Reference	Transportation	Transportation	Transportation

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

2018-19 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

2019-20 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Purchase materials, hardware and software for EL intervention program

Purchase materials, hardware and software for EL intervention program

Purchase materials, hardware and software for EL intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,705	15,609	16,220
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	28,197	258,173	268,271
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	617	5,648	5,869
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide an effective educational program:
The foundation of an effective educational program is Highly Qualified Teaching staff.
Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	574,170	1,002,527	1,041,740
Budget Reference	Certificated and benefits	Certificated and Benefits	Certificated and Benefits

Amount	268,526	292,287	303,720
Budget Reference	Classified and benefits	Classified and Benefits	Classified and Benefits
Amount	9,298	16,236	16,871
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	34,202	412,861	429,009
Budget Reference	Facilities	Facilities	Facilities
Amount	110,009	15,509	16,116
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software
Amount	401,524	701,079	728,501
Budget Reference	Professional Development	Professional Development	Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

Improve college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In order to thrive in today's economy, students are expected to be either college or career-ready. Increasing students' opportunities to engage in career-ready courses is fundamental to our mission.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20								
<ul style="list-style-type: none"> * Core and ELD courses completed * CTE and CRS enrollment * Individual Learning Plans 	<p>Baseline data is based on 3rd quarter results.</p> <table border="1"> <thead> <tr> <th>Goal #4 Metrics</th><th>2018</th></tr> </thead> <tbody> <tr> <td>CTE & Basic CTE Course Enrollment</td><td>128</td></tr> <tr> <td>Individual Learning Plans with CTE incorporated</td><td>95%</td></tr> <tr> <td>Implementation of state academic standards and EL courses-</td><td>3.0 out of 5.0</td></tr> </tbody> </table>	Goal #4 Metrics	2018	CTE & Basic CTE Course Enrollment	128	Individual Learning Plans with CTE incorporated	95%	Implementation of state academic standards and EL courses-	3.0 out of 5.0	<p>Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)</p>	<p>Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)</p>	<p>Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7)</p>
Goal #4 Metrics	2018											
CTE & Basic CTE Course Enrollment	128											
Individual Learning Plans with CTE incorporated	95%											
Implementation of state academic standards and EL courses-	3.0 out of 5.0											

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Individual Learning Plans (Priority 8)	Individual Learning Plans (Priority 8)	Individual Learning Plans (Priority 8)

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

2018-19 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

2019-20 Actions/Services

Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:

Lab and small group teachers for CTE program	Lab and small group teachers for CTE program	Lab and small group teachers for CTE program
Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.	Increase academic and social/emotional support services through additional counseling staff.
Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.	Increase instructional access through addition staff services, tutors, etc.
Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system	Establish an integrated intervention/incentive system
CTE program and materials	CTE program and materials	CTE program and materials
Provide transportation assistance	Provide transportation assistance	Provide transportation assistance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	62,371	571,066	593,403
Budget Reference	Certificated and Benefits	Certificated and Benefits	Certificated and Benefits
Amount	11,471	105,033	109,141
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	3,095	28,340	29,449
Budget Reference	Material - incentives	Materials - incentives	Materials - incentives
Amount	4,075	37,313	38,773
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Amount	3,803	34,824	36,186
Budget Reference	Transportation	Transportation	Transportation

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

2018-19 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

2019-20 Actions/Services

Provide an intervention and support program for English Learners and Redesignated FEP:

EL tutor support and clerical support

Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.

Purchase materials, hardware and software for EL intervention program

Purchase materials, hardware and software for EL intervention program

Purchase materials, hardware and software for EL intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,095	28,340	29,449
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	17,067	156,263	162,375
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	617	5,648	5,869
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an effective program.</p> <p>Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.</p>	<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an effective program.</p> <p>Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.</p>	<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.</p> <p>Safe and secure facilities are required to maintain an effective educational program for CTE program</p> <p>Educational materials are required to maintain an effective program.</p> <p>Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	871,708	1,522,043	1,581,576
Budget Reference	Certificated and Benefits	Certificated and Benefits	Certificated and Benefits
Amount	313,281	193,860	201,443
Budget Reference	Classified and Benefits	Classified and Benefits	Classified and Benefits
Amount	5,424	9,471	9,841
Budget Reference	Curriculum Development	Curriculum Development	Curriculum Development
Amount	91,014	158,914	165,130
Budget Reference	Professional Development	Professional Development	Professional Development
Amount	1,426,891	3,021,131	3,139,300
Budget Reference	Facilities	Facilities	Facilities
Amount	234,222	232,391	241,481
Budget Reference	Materials, Hardware, Software	Materials, Hardware, Software	Materials, Hardware, Software

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

Increase stakeholder involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Stakeholders are often not actively engaged in the school processes. Parents, students and staff are expected to increase their involvement through a variety of meaningful activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Stakeholder participation data * Client Survey Results * Evidence of Communication	Baseline data is based on 3rd quarter results.	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20												
	<table border="1"> <thead> <tr> <th>Goal #5 Metrics</th><th>2017-2018</th></tr> </thead> <tbody> <tr> <td>Open House & Awards -</td><td>183</td></tr> <tr> <td>PAC/ELAC Participation-</td><td>40</td></tr> <tr> <td>Parent Conferences/ Orientation</td><td>1682</td></tr> <tr> <td>Student Survey -</td><td>98% Feel Safe 90% Feel Connected 95% Satisfied</td></tr> <tr> <td>Parent Survey - Priority #6</td><td>91% Feel Encouraged to Participate</td></tr> </tbody> </table>	Goal #5 Metrics	2017-2018	Open House & Awards -	183	PAC/ELAC Participation-	40	Parent Conferences/ Orientation	1682	Student Survey -	98% Feel Safe 90% Feel Connected 95% Satisfied	Parent Survey - Priority #6	91% Feel Encouraged to Participate			
Goal #5 Metrics	2017-2018															
Open House & Awards -	183															
PAC/ELAC Participation-	40															
Parent Conferences/ Orientation	1682															
Student Survey -	98% Feel Safe 90% Feel Connected 95% Satisfied															
Parent Survey - Priority #6	91% Feel Encouraged to Participate															

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Establish partnerships and engage in outreach to community through community liaison and staff outreach.

Development of a calendar of events.

Communicate scheduled events.

Open House and Award nights.

Collect stakeholder input as measured by an annual survey. Develop baseline completion data.

Communications for program

Establish partnerships and engage in outreach to community through community liaison and staff outreach.

Development of a calendar of events.

Communicate scheduled events.

Open House and Award nights.

Collect stakeholder input as measured by an annual survey. Develop baseline completion data.

Communication of Program

Establish partnerships and engage in outreach to community through community liaison and staff outreach.

Development of a calendar of events.

Communicate scheduled events.

Open House and Award nights.

Collect stakeholder input as measured by an annual survey. Develop baseline completion data.

Communications of program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	57,528	100,448	104,377
Budget Reference	Classified wages and benefits	Classified wages and benefits	Classified wages and benefits
Amount	22,156	38,686	40,199
Budget Reference	Materials, Hardware, Software	Materials	Materials
Amount	17,205	30,041	31,215
Budget Reference	Contracted Services - Communications	Contracted Services - Communications	Contracted Services - Communications

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Communication outreach and translation services in primary language by staff.

Transportation for those in need.

2018-19 Actions/Services

Communication outreach and translation services in primary language by staff.

Transportation for those in need.

2019-20 Actions/Services

Communication outreach and translation services in primary language by staff.

Transportation for those in need.

Budgeted Expenditures

Year 2017-18

Amount 10,201

2018-19

93,403

2019-20

97,056

Budget

Reference

Classified wages and benefits

Classified wages and benefits

Classified wages and benefits

Amount	1,185	10,861	11,284
Budget Reference	Transportaiton	Transportation	Transportation

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$5,622,333.00	35.52%

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

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

2019-2020

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation. We believe that students who are going to be life-long learners should have a level of computer literacy that will empower them to access and interact with material competently online. We also believe that parents and families should be encouraged to participate in meaningful school activities. These beliefs support our goals and expenditures, the details of which are itemized in this plan.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:

- Tutoring is available to every student, even off hours through virtual tutoring
- SGI program increased with Read 180
- SGI program increased with Math 180
- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support
- Professional development and curriculum for English learner
- The CTE program was built up

- Nutritional services for students as needed
- Additional experiences for student success and leadership
- Early monitoring and interventions for potential graduates
- Transportation for students as needed

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs.

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$6,060,272.00	34.32%

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

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

Using the FCMAT LCFF calculator, the school has calculated it will receive \$6,060,272.00 in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for attendance issues and academic supports for completing credits, which will lead towards successful graduation. We believe that students who are going to be life-long learners should have a level of computer literacy that will empower them to access and interact with material competently online. We also believe that parents and families should be encouraged to participate in meaningful school activities. These beliefs support our goals and expenditures, the details of which are itemized in this plan.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:

- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support
- Intervention Math 180 with SGI teachers
- Intervention Read 180 with SGI teachers
- English learner curriculum upgrade Edge with myNGconnect
- Increased meal services for students as needed
- Additional experiences for student success and leadership
- Mentoring
- Tutoring
- Increased transportation for students as needed
- Increased technology to support CTE and Online programing

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs.

The school has calculated it will receive \$6,060,272.00 in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated at 34.32% and they have demonstrated that they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$661,889	6.55%

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

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

Using the FCMAT LCFF calculator, Alta Vista Innovation High School has calculated it will receive \$661,889 in Supplemental and Concentration funding under the Local Control Funding Formula. These expenditures include additional counseling, tutoring, mentoring, interventions, and technology upgrades to serve our at-risk and mobile population.

Alta Vista Innovation High School has calculated it will receive \$661,889 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 6.55% and they will demonstrate that they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in the Annual Report section of the LCAP.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

Suspension and Expulsion Policy and Procedure

Trauma-Sensitive and Restorative Practices Policy

The Charter School is dedicated to being a trauma-sensitive organization and accordingly recognizes a standardized, effective behavior management system as one of its key tenets. The school has embraced a trauma-sensitive paradigm shift when examining student behavioral issues, examining what happened in a particular incident rather than faulting the student's character. To support this perspective, the Charter School utilizes practices recognized by the International Institute for Restorative Practices (IIRP), which underscores the necessity of setting clear parameters around expectations for both students and educators thereby limiting or reducing unwanted behaviors while also using restorative practices to maintain the relationships of respect when an incident does occur. Recognizing that a high percentage of our school's students have experienced adverse childhood experiences, these systems help us create a safe learning environment in which students feel valued, respected, and are able to work at their own pace to get back on track in their academic and personal lives.

The Charter School's behavior management system incorporates several key components, which are aimed at establishing clear behavior expectations for our students and ensuring that all parties are on the same page when it comes to student-educator interactions. First, our teachers model self-government, which gives teachers strategies to work with challenging students one-on-one and provides ways to avoid escalating conflict with students. Our teachers also work to set the tone of conversation with clear expectations of behavior for both students and educators. These common expectations are clearly communicated to all and ensure that, at any given time, our students will be treated with respect and our student-teacher relationships are supported. Suitable and timely consequences are another key component to the school's behavioral management system. Students and educators benefit from this as it helps to prevent counter-productive situations where teachers warn students multiple times and need to redirect them repeatedly. Student-teacher relationships are the final and most important aspect to the school's behavior management system. Our relationships and the respect we give students before they walk in the door connect our students with educators establishing the positive relationships our students need to be successful.

The Charter School's behavior management systems works to establish behavior expectations, which aim to prevent undesired behaviors. While these practices will work to minimize behavior issues, they will not eliminate them altogether. With that, we have established a restorative practices framework which supports the student-teacher relationship while maintaining clear expectations and consequences. The IIRP uses restorative practices to strengthen relationships between students and educators as well as social connections within communities. The use of these practices helps to minimize violence and bullying, strengthen social civility, provide effective leadership, restore relationships and repair harm. Using basic restorative practices such as Restorative Conferences, Circles, Family Group/Family Group Decision Making and Informal Restorative Practices educators and students can work together to ensure the relationship is preserved through the disciplinary process.

Social restorative justice is a reflection-intensive approach that empowers a student to consider

his or her actions as it relates to their own morality and the consequences they will face in society, and make informed choices regarding their behaviors. To accomplish this, the school follows the tenets of the International Institute for Restorative Practices (IIRP). This creates an approach centered on the notion that students should have a chance to learn from their mistakes and restore any damaged relationships with others. The school's leadership, teachers and staff collaborate to help students understand the underlying causes of their actions and adjust their behaviors accordingly. This philosophy on behavior intervention allows our students to reflect on their mistakes, gain insight and strategies for making amends, and ultimately avoid these pitfalls in the future.

The Charter School will adhere to state laws prohibiting the use of seclusion and behavioral restraint techniques, except as allowed by law, in accordance with Education Code sections 49005, and 49005.1-49005.8.

There will be occasions, however, where traditional methods of discipline such as suspension and expulsion will be required. The school leader at their discretion will make a determination to move forward with a suspension or expulsion in situations of significant disruptions to the education process of other students and the safety of both students and staff. This handbook serves as a guide to school leaders and families, when a suspension or expulsion is generally considered necessary.

Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. For new students, this requirement can be fulfilled by providing parents and students with the approved Parent Student Handbook for Charter School at the time of enrollment. For continuing students, they will be provided with a copy of the Charter School's rules related to discipline, suspension and expulsion at the beginning of the school year.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating

substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or

firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent, Principal or Designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent, Principal or Designee.

The conference may be omitted if the Superintendent, Principal or Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstate ment of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent, Principal or Designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent, Principal or Designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent, Principal or Designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony

of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. However, if the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent, Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent, Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student

that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent, Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to

whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited

evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VOLUNTARY ENROLLMENT AND INVOLUNTARY REMOVAL AGREEMENT

Congratulations!

You are choosing to enroll in a Personalized Learning Charter School.

Discipline: If, in an unfortunate circumstance, you are being suspended for over 10 days or recommended for expulsion from the school, you are entitled to a hearing. You may choose to initiate a hearing process to dispute 10 days of suspension or an expulsion recommendation.

Chronic Absenteeism: Although our school is open to the community, it is important for you to know the charter school's attendance policy. Your attendance at the personalized learning charter school is based on completing assignments. Therefore, not completing assignments or participating in mandatory standardized testing would mean you are not attending school. In the event you choose to not regularly complete assignments, you will receive a notice of the school's intent to transition you back to your school of residence.

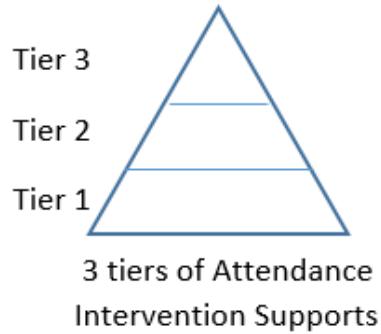
Board Policy 2.5: After three (3) missed assignments during any period of 20 days, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in Personalized Learning. If it is determined Personalized Learning is not in the best interest of the student, no pupil shall be involuntarily removed by the charter school for any reason, unless the parent or guardian of the pupil has been provided written notice of the intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The notice shall inform him or her of the right to initiate, before the effective date of the action, an involuntary removal hearing, which will follow the same procedures as a hearing for a disciplinary removal. If the pupil's parent, guardian, or educational rights holder initiates the involuntary removal hearing procedures, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. The involuntary removal hearing and decision shall follow the same procedures set forth in the school's discipline policy and procedures.

Your Master Agreement with the charter school also describes your responsibility of attendance and assignment completion:

Voluntary Statement It is understood that Personalized Learning is a continuously voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through Personalized Learning only if the student is offered the alternative of classroom instruction.

Assignments: According to the Charter School policy, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Charter School policy. After 3 missed assignments, as per board policy, an evaluation will be made to determine whether Personalized Learning is an appropriate strategy for this student.

The Charter School wishes to work with students who are struggling with their attendance. The Charter School uses the following tiered model to support the success of non-attending students:



Tier 1: (General School Wide Attendance Support)- Attendance is monitored and encouraged. The student and parents receive phone calls from school staff for non-attendance.

Tier 2: (Personalized Early Outreach) The non-attending student and parent are contacted by a caring school administrator, school counselor, or a student retention support provider to establish an Attendance Intervention Meeting. The meeting addresses possible barriers to assignment completion to promote student attendance.

Tier 3: (Last Resort- Coordinated School and Interagency Response): The student is considered chronically absent at this point. The school notifies the student and parent of the requirement to transition the student back to the school district of residence. The charter school will assist in the process of transitioning the student to the school district of residence.

(Please note, for special education students, Tier 3 will include scheduling and holding a special IEP meeting to discuss your child's progress in the Personalized Learning Environment prior to a recommendation to transition back to school of residence.)

It is the hope of the charter school the student will never need Tier 2 or Tier 3 interventions. In the event the charter school is not able to successfully intervene in improving the attendance of a pupil, the charter school will provide written notice to the parent or guardian of the charter school's intent to transition the pupil to the school district of residence no less than five school days before the action, in compliance with Education Code 47605 (b)(5)(J)(iii). At this point, the school district of residence officials will be notified of the pending transition.

By signing below, I am acknowledging I have read and understand this agreement:

Student Signature

Date

Parent Signature

Date

Multi Year Financial Plan**Alta Vista Innovation****Year 1-3****2020/21 - 2021/22 - 2022/23**

		2020-21	2021-22	2022-23
REVENUES	ADA	2,337.16	2,362.16	2,387.16
Principal Apportionment State Aid - Current Year		30,062,850.00	31,267,833.00	32,633,837.00
Education Protection Account Entitlement		472,432.00	472,432.00	472,432.00
In Lieu of Property Taxes		691,940.00	699,341.00	706,743.00
IDEA - Special Education Federal Fund		233,125.00	287,875.00	291,000.00
Other State - Special Ed Apportionment		1,269,078.00	1,282,653.00	1,296,228.00
Mandated Cost Reimbursements		88,716.00	109,543.00	110,714.00
State Lottery Revenue		459,602.00	464,519.00	469,435.00
TOTAL REVENUES		33,277,743.00	34,584,196.00	35,985,389.00
Certificated Salaries				
Teachers/Cert Aids & Tutors/Substitute		7,954,935.00	8,270,833.00	8,598,458.00
Certificated Pupil Support Salaries		800,000.00	824,000.00	848,720.00
Supervisors and Administrators		1,261,900.00	1,299,757.00	1,338,750.00
Other Certificated Salaries		62,400.00	64,272.00	66,200.00
Certificated Salaries Total		10,079,235.00	10,458,862.00	10,852,128.00
Classified Salaries				
Classified Support/Tutors & Aids		1,159,890.00	1,194,687.00	1,230,528.00
Student Services Technicians		1,293,355.00	1,332,156.00	1,372,121.00
Supervisors and Administrators		428,749.00	441,611.00	454,859.00
Clerical - Technical, Office Staff		449,942.00	463,440.00	477,343.00
Other Classified Salaries		-	-	-
Classified Salaries Total		3,331,936.00	3,431,894.00	3,534,851.00
Employee Benefits				
OASD/Medicare		1,025,990.00	1,062,643.00	1,100,604.00
Health/Dental/Vision		2,279,906.00	2,361,429.00	2,445,786.00
SUI		66,080.00	68,351.00	70,690.00
Workers' Comp Ins		268,224.00	277,815.00	287,740.00
403B/Other Benefits/Vacation		804,669.00	833,445.00	863,219.00
Employee Benefits Total		4,444,869.00	4,603,683.00	4,768,039.00
Books and Supplies				
Approved Textbooks and Core Curricula		199,853.00	201,598.00	204,446.00
Books and Other Reference Materials		4,524.00	5,537.00	6,559.00
Materials and Supplies		1,108,667.00	1,118,348.00	1,134,143.00
Noncapitalized Equipment		549,874.00	554,677.00	562,510.00
Books and Supplies Total		1,862,918.00	1,880,160.00	1,907,658.00
Services and Operating Expenses				
Travel and Conferences		339,611.00	343,244.00	346,878.00
Dues and Memberships		60,479.00	61,126.00	61,773.00
Insurance		172,361.00	174,204.00	176,048.00
Operations and Housekeeping		339,888.00	350,085.00	360,588.00
Rentals, Leases, Repairs, and Non-Cap Improvements		2,382,541.00	2,454,017.00	2,527,638.00
Professional/Consulting Services & Operating Expense		8,039,300.00	8,441,265.00	8,863,328.00
Communications		563,970.00	580,889.00	598,316.00
Services and Operating Expenses Total		11,898,150.00	12,404,830.00	12,934,569.00
Capital Outlay				
Depreciation Expense		563,175.00	580,070.00	597,472.00
Capital Outlay Total		563,175.00	580,070.00	597,472.00
Other Outgo				
Oversight Fees		312,272.00	324,396.00	338,180.00
Debt Services		254,000.00	182,000.00	140,000.00
Other Outgo Total		566,272.00	506,396.00	478,180.00
TOTAL EXPENDITURES		32,746,555.00	33,865,895.00	35,072,897.00
Excess of Revenues over Expenditures		531,188.00	718,301.00	912,492.00
Beginning Fund Balance		355,989	887,177	1,605,478
Net Income		531,188	718,301	912,492
Ending Net Position		887,177	1,605,478	2,517,970

Alta Vista Innovation

Multi Year Fiscal Plan

This fiscal plan for Alta Vista Innovation covers the operating periods of 2020-21 through 2022-23. The fiscal plan models the school's successful profile with a proven track record of fiduciary management success. The fiscal plan is a fluid document and is subject to refinement and updates on a regular basis as the state's budget plans are revised throughout the year. The goal of the Fiscal Plan is to ensure the long-term fiscal viability of the charter school.

Multiyear Projected Enrollment and ADA

	2020-21	2021-22	2022-23
Projected Enrollment	2303	2328	2353
Projected ADA	2337	2362	2387

Revenues

	2020-21	2021-22	2022-23
Principal Apportionment State Aid	30,062,850.00	31,267,833.00	32,633,837.00
Education Protection Account Entitlement	472,432.00	472,432.00	477,432.00
In Lieu of Property Taxes	691,940.00	699,341.00	706,743.00
IDEA - Special Education Federal Fund	233,125.00	287,875.00	291,000.00
Other State - Special Ed Apportionment	1,269,078.00	1,282,653.00	1,296,228.00
Mandated Cost Reimbursements	88,716.00	109,543.00	110,714.00
State Lottery Revenue	339,706.00	343,340.00	346,974.00
TOTAL REVENUES	33,157,847.00	34,463,017.00	35,862,928.00

LCFF Revenue

LCFF revenues are calculated on projected P-2 ADA using the latest available version (20.2c) of the LCFF calculator. LCFF Revenues include:

- Principal Apportionment State Aid
- Education Protection Account
- In Lieu of Property Taxes

Based on the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF calculator, the rates below were used to budget Paseo Grande's LCFF revenue sources.

LCFF Funding Rates	2020-21	2021-22	2022-23
COLA	3.00%	2.80%	3.16%
ADA	2337	2362	2387
Base Grant	22,457,770	23,333,416	24,325,160
Grade Span	584,290	607,076	632,598
Supplemental Funding	4,151,258	4,313,119	4,496,390
Concentration Funding	4,028,904	4,185,995	4,363,864
Target Entitlement	\$31,222,222	\$32,439,606	\$33,818,012

Federal Revenue

Federal revenue projections include Special Ed: IDEA Basic Local Assistance Entitlement, Part B. This revenue is estimated using a rate of \$125 per prior year enrollment (CBEDS).

Other State Revenues

State Special Education:

State Special Education revenues are projected at \$543 per current year P-2 ADA, based on the estimate provided by the El Dorado SELPA.

Mandated Cost Reimbursements:

Mandate Block Grant funding is allocated based on prior year P-2 ADA with a funding rate of \$46.87 for Grades 9-12. The school anticipates the election to receive block grant funding for budgeted years 2020-2023.

State Lottery:

State Lottery revenues are projected based on an estimated Annual ADA, calculated as 95% of current year projected P-2 ADA, multiplied by the Non-Proposition 20 and Proposition 20 per ADA rates determined by the SCO. When the Annual ADA is available for the respective fiscal year, the SCO adjusts LEA funding accordingly. For budgeting purposes, historical funding rates of \$153/ADA for Non-Proposition 20 and \$54/ADA for Proposition 20 were used.

Expenditures

Employee Salaries & Benefits

Similar to other educational agencies in California, charter schools are labor intense organizations. When developing charter school budgets, the greatest emphasis is placed on defining the parameters for hiring staff and determining the appropriate employee cost factors. To determine adequate staffing levels a position control system will be used to link appropriate staffing to student ADA.

Employee benefits are comprised of Federal and State statutory benefits and discretionary benefits. The Federal and State benefits include Social Security, Medicare and Unemployment Insurance. All employees are covered by workers' compensation insurance, general liability insurance and are eligible to participate in the 403B savings plan. Full-time employees are eligible for discretionary benefits which include health, dental, vision and life insurance. Full-time employees are also eligible to accrue paid time off which includes six sick days and ten vacation days per year.

	2020-21	2021-22	2022-23
Certificated Salaries	10,079,235.00	10,458,862.00	10,852,128.00
Classified Salaries	3,331,936.00	3,431,894.00	3,534,851.00
OASDI/Medicare	1,025,990.00	1,062,643.00	1,100,604.00
Health/Dental/Vision	2,279,906.00	2,361,429.00	2,445,786.00
SUI	66,080.00	68,351.00	70,690.00
Workers' Comp Insurance	268,224.00	277,815.00	287,740.00
403B/Other Benefits/Vacation	804,669.00	833,445.00	863,219.00
Total Salaries and Benefits	17,856,040.00	18,494,439.00	19,155,018.00

Curriculum, Supplies & Non-Capitalized Equipment

For budgeting purposes, all books, materials and operating supply costs are based on a per student average determined using actual expenditures and then applied on an average per student cost (including COLA).

	2020-21	2021-22	2022-23
Approved Textbooks and Core Curricula	199,853.00	201,598.00	204,446.00
Books and Other Reference Materials	4,524.00	5,537.00	6,559.00
Materials and Supplies	1,108,667.00	1,118,348.00	1,134,143.00
Noncapitalized Equipment	549,874.00	554,677.00	562,510.00
Total Books, Supplies & Equipment	1,862,918.00	1,880,160.00	1,907,658.00

Services & Other Operating Expenditures

Budgeted Services and other operating expenditures include all expenditures related to training and professional development, facilities, professional and consulting services and communications.

	2020-21	2021-22	2022-23
Travel and Conferences	339,611.00	343,244.00	346,878.00
Dues and Memberships	60,479.00	61,126.00	61,773.00
Insurance	172,361.00	174,204.00	176,048.00
Operations and Housekeeping	339,888.00	350,085.00	360,588.00
Rentals, Leases, Repairs, and Non-Cap Improvements	2,382,541.00	2,454,017.00	2,527,638.00
Professional/Consulting Services	8,039,300.00	8,441,265.00	8,863,328.00
Communications	563,970.00	580,889.00	598,316.00
Total Services & Operating Expenditures	11,898,150.00	12,404,830.00	12,934,569.00

Training and Professional Development:

Expenditures budgeted for training and development include the cost of conferences, employee travel, reimbursable meals, lodging, car rental, dues and memberships. The amounts are based on historical averages per ADA.

Facilities:

Expenditures budgeted for facilities include building leases, equipment leases, electricity, natural gas, water, waste disposal, security system monitoring, pest control, maintenance, janitorial services and insurance. Building leases are budgeted according to the terms in the lease agreement, other services are budgeted using the monthly average cost of services.

Professional/ Consulting Services:

Expenditures budgeted for professional and consulting services include educational services, administrative services, Special Education, translation services, athletic contracts and other contracted services. Some contracted services for the charter school are considered discretionary and will be implemented as the budget allows. Budgeted amounts were determined using actual costs when available. All other amounts were estimated using prior year expenditures.

Communications:

Communications expenses include amounts budgeted for telephone and internet and are based on average monthly costs of services.

Depreciation

Depreciation expense is budgeted for existing fixed assets (leasehold improvements and capitalized equipment) and if the need to purchase additional assets to support growth or site improvement is identified.

Other Outgo

Oversight Fees:

Oversight fees are budgeted as 1% of apportionments received from the state for LCFF revenues (Principal Apportionment, EPA, and In Lieu of Property Taxes).

	2020-21	2021-22	2022-23
Principal Apportionment State Aid	30,062,850.00	31,267,833.00	32,633,837.00
Education Protection Account	472,432.00	472,432.00	477,432.00
In Lieu of Property Taxes	691,940.00	699,341.00	706,743.00
Total LCFF Revenue	31,227,222.00	32,439,606.00	33,818,012.00
Oversight Fee %	1%	1%	1%
Oversight Fee due to District	312,272.00	324,396.00	338,180.00

Debt Service – Interest:

Interest expense is budgeted if the need to obtain operating capital through loans or sale of receivables is identified in the charter's cash flow projections.

Reserves

The school's budget includes Operational Reserve to allow for adjustments that may be necessary as a result of numerous variables such as student enrollment fluctuations. The charter school will maintain an adequate balance of cumulative reserves to maintain operations for economic uncertainty.

	2020-21	2021-22	2022-23
Projected Beginning Fund Balance	355,989.00	887,177.00	1,605,478.00
Projected Net Income	531,188.00	718,301.00	912,492.00
Projected Ending Net Position	887,177.00	1,605,478.00	2,517,970.00

LCFF Calculator References

Charter School Data Elements required to calculate the LCFF Alta Vista Innovation High (136432)	2020-21	2021-22	2022-23
COLA & Augmentation	3.00%	2.80%	3.16%
GAP Funding rate	100.00%	100.00%	100.00%
In-Lieu of Property Tax	691,940	699,341	706,743
Statewide 90th percentile rate	---	---	---
UNDUPLICATED PUPIL PERCENTAGE			
Charter School:	2020-21	2021-22	2022-23
Enrollment	2,303	2,328	2,353
Unduplicated Pupil Count	2,075	2,097	2,119
Single Year Unduplicated Pupil Percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Unduplicated Pupil Percentage (%)	90.08%	90.08%	90.08%
Unduplicated Pupil Percentage (%)	90.08%	90.08%	90.08%
Concentration Grant Funding Limitation: District of Physical Location	2020-21	2021-22	2022-23
Unduplicated Pupil Percentage (%)	89.97%	89.97%	89.97%
Unduplicated Pupil Percentage: Supplemental Grant	90.08%	90.08%	90.08%
Unduplicated Pupil Percentage: Concentration Grant	89.97%	89.97%	89.97%
AVERAGE DAILY ATTENDANCE (ADA)			
Enter P2 Data - Note: Charter School ADA is always funded on Current Year			
Grades TK-3	2020-21	2021-22	2022-23
Grades 4-6			
Grades 7-8			
Grades 9-12	2,337.16	2,362.16	2,387.16
SUBTOTAL ADA	2,337.16	2,362.16	2,387.16

Alta Vista Innovation High (136432)		v20.2c				
LOCAL CONTROL FUNDING FORMULA		2020-21				
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment		COLA & Augmentation 3.000%				
		3 yr average		90.08%	89.97%	2020-21
Grades TK-3	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades 4-6	-	7,933	825	1,578	1,531	-
Grades 7-8	-	8,053		1,451	1,408	-
Grades 9-12	-	8,292		1,494	1,450	-
Subtract NSS	2,337.16	9,609	250	1,776	1,724	31,222,222
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	2,337.16	22,457,770	584,290	4,151,258	4,028,904	31,222,222

Alta Vista Innovation High (136432)		v20.2c				
LOCAL CONTROL FUNDING FORMULA		2021-22				
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment		COLA & Augmentation 2.800%				
		3 yr average		90.08%	89.97%	2021-22
Grades TK-3	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades 4-6	-	8,155	848	1,622	1,574	-
Grades 7-8	-	8,278		1,491	1,447	-
Grades 9-12	-	8,524		1,536	1,490	-
Subtract NSS	2,362.16	9,878	257	1,826	1,772	32,439,606
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	2,362.16	23,333,416	607,076	4,313,119	4,185,995	32,439,606

Alta Vista Innovation High (136432)		v20.2c				
LOCAL CONTROL FUNDING FORMULA		2022-23				
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment		COLA & Augmentation 3.160%				
		3 yr average		90.08%	89.97%	2022-23
Grades TK-3	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades 4-6	-	8,413	875	1,673	1,624	-
Grades 7-8	-	8,540		1,539	1,493	-
Grades 9-12	-	8,793		1,584	1,537	-
Subtract NSS	2,387.16	10,190	265	1,884	1,828	33,818,011
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	2,387.16	24,325,160	632,598	4,496,390	4,363,864	33,818,012

LCFF Calculator Universal Assumptions				
Alta Vista Innovation High (136432)				
Summary of Funding		2020-21	2021-22	2022-23
Target Components:				
COLA & Augmentation		3.00%	2.80%	3.16%
Base Grant		22,457,770	23,333,416	24,325,160
Grade Span Adjustment		584,290	607,076	632,598
Supplemental Grant		4,151,258	4,313,119	4,496,390
Concentration Grant		4,028,904	4,185,995	4,363,864
Add-ons		-	-	-
Total Target		31,222,222	32,439,606	33,818,012
Transition Components:				
Target	\$ 31,222,222	\$ 32,439,606	\$ 33,818,012	
Funded Based on Target Formula (<i>PYP-2</i>)	TRUE	TRUE	TRUE	
Floor	29,361,998	29,676,076	29,990,153	
<i>Remaining Need after Gap</i> (<i>informational only</i>)	-	-	-	
Gap %	100%	100%	100%	
Current Year Gap Funding	-	-	-	
Miscellaneous Adjustments	-	-	-	
Economic Recovery Target	-	-	-	
Additional State Aid	-	-	-	
Total LCFF Entitlement	\$ 31,222,222	\$ 32,439,606	\$ 33,818,012	
Components of LCFF By Object Code				
	2020-21	2021-22	2022-23	
8011 - State Aid	\$ 30,062,850	\$ 31,267,833	\$ 32,633,837	
8011 - Fair Share	-	-	-	
8311 & 8590 - Categoricals	-	-	-	
EPA (for LCFF Calculation purposes)	467,432	472,432	477,432	
<i>Local Revenue Sources:</i>				
8021 to 8089 - Property Taxes	-	-	-	
8096 - In-Lieu of Property Taxes	691,940	699,341	706,743	
<i>Property Taxes net of in-lieu</i>	-	-	-	
TOTAL FUNDING	\$ 31,222,222	\$ 32,439,606	\$ 33,818,012	
<i>Basic Aid Status</i>	-	-	-	
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	
Total Phase-In Entitlement	\$ 31,222,222	\$ 32,439,606	\$ 33,818,012	

EXHIBIT D

Alta Vista Innovation

Cash Flow FY20-21

REVENUE

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Accrual
BEGINNING BALANCE	1,433,075.00	2,475,777.00	1,024,555.00	1,083,227.00	869,348.00	1,145,908.00	1,113,357.00	1,103,177.00	675,760.00	863,266.00	525,255.00	2,069,156.00	
Principal Apportionments - 8010-8019													
8011 - GP LCFF State Aid	8011	1,503,143.00	1,503,143.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,651.00	2,705,651.00
8012 - EPA	8012			118,108.00		118,108.00						118,108.00	
Subtotal		1,503,143.00	1,503,143.00	2,823,765.00	2,705,657.00	2,705,657.00	2,705,657.00	2,705,657.00	2,823,765.00	2,705,657.00	2,705,657.00	2,823,759.00	
Property Tax - 8020-8079													
8096 - IN LIEU	8096												691,940.00
Subtotal													691,940.00
Federal Revenue - 8100-8299													
8181 - Federal IDEA - SPED	8181												233,125.00
8290 - Other Federal Revenue	8290												
Subtotal													233,125.00
Other State Revenue - 8300-8599													
8311 - SPED State	8311	63,454.00	63,454.00	114,217.00	114,217.00	114,217.00	114,217.00	114,217.00	114,217.00	114,217.00	114,217.00	114,217.00	-
8550 - Mandated Cost Reimbursement	8550					88,716.00							
8560 - State Lottery	8560						160,861.00				114,901.00		114,901.00
8590 - Other State	8590												68,939.00
Subtotal		63,454.00	63,454.00	114,217.00	114,217.00	114,217.00	202,933.00	275,078.00	114,217.00	114,217.00	229,118.00	114,217.00	229,118.00
Other Local Revenue - 8600-8799													
8601 - Donations	8601												
8660 - Interest	8660												
All Other Financing Sources - 7630-7699													
TOTAL REVENUE	1,566,597.00	1,566,597.00	2,937,982.00	2,819,874.00	2,819,874.00	3,026,698.00	2,980,735.00	2,819,874.00	2,937,982.00	2,934,775.00	2,819,874.00	3,286,002.00	760,879.00
EXPENSES													
Days	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Expense													
Certificated Salaries	1000	826,497.00	796,260.00	799,283.00	801,299.00	804,323.00	809,363.00	866,814.00	868,830.00	869,838.00	876,893.00	877,901.00	881,934.00
Classified Salaries	2000	273,219.00	263,223.00	264,223.00	264,889.00	265,888.00	267,554.00	286,546.00	287,213.00	287,546.00	289,878.00	290,212.00	291,545.00
Benefits	3000	364,479.00	351,145.00	352,478.00	353,367.00	354,701.00	356,923.00	382,259.00	383,148.00	383,592.00	386,704.00	387,148.00	388,925.00
Books and Supplies	4000	152,759.00	147,171.00	147,729.00	148,102.00	148,661.00	149,592.00	160,211.00	160,584.00	160,770.00	162,074.00	162,260.00	163,005.00
Services & Operating Expense	5000	975,648.00	939,954.00	943,523.00	945,903.00	949,472.00	955,421.00	1,023,241.00	1,025,621.00	1,026,810.00	1,035,139.00	1,036,329.00	1,041,089.00
Capital Outlay	6000												
Other Outgo	7000	20,828.00	20,066.00	20,142.00	20,193.00	20,269.00	20,396.00	21,844.00	21,895.00	21,920.00	22,098.00	22,123.00	312,272.00
TOTAL EXPENSES	2,613,430.00	2,517,819.00	2,527,378.00	2,533,753.00	2,543,314.00	2,559,249.00	2,740,915.00	2,747,291.00	2,750,476.00	2,772,786.00	2,775,973.00	3,078,770.00	-
Excess of Revenue Over Expense	(1,046,833.00)	(951,222.00)	410,604.00	286,121.00	276,560.00	467,449.00	239,820.00	72,583.00	187,506.00	161,989.00	43,901.00	207,232.00	760,879.00
OTHER INFLOWS													
A/R - Lottery				48,068.00									
A/R - In Lieu PT		489,535.00											
I/C Loan		1,600,000.00	500,000.00		500,000.00		750,000.00		1,000,000.00		2,000,000.00		
Total Other Inflows	2,089,535.00	500,000.00	48,068.00		500,000.00		750,000.00		1,000,000.00		2,000,000.00		
OTHER OUTFLOWS													
A/P - 9500													
A/P - Other			1,000,000.00	400,000.00	500,000.00	500,000.00	500,000.00	1,000,000.00	500,000.00	1,000,000.00	500,000.00	500,000.00	1,600,000.00
Total Other Outflows			1,000,000.00	400,000.00	500,000.00	500,000.00	500,000.00	1,000,000.00	500,000.00	1,000,000.00	500,000.00	500,000.00	1,600,000.00
CASH BALANCE	2,475,777.00	1,024,555.00	1,083,227.00	869,348.00	1,145,908.00	1,113,357.00	1,103,177.00	675,760.00	863,266.00	525,255.00	2,069,156.00	676,388.00	1,437,267.00

EXHIBIT D

Alta Vista Innovation

Cash Flow FY21-22

REVENUE

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Accrual
BEGINNING BALANCE	676,388	807,940.00	645,889.00	1,163,071.00	986,649.00	1,300,395.00	1,075,401.00	1,348,496.00	952,454.00	1,171,241.00	865,105.00	1,689,560.00	
Principal Apportionments - 8010-8019													
8011 - GP LCFF State Aid	8011	1,563,392.00	1,563,392.00	2,814,105.00	2,814,105.00	2,814,105.00	2,814,105.00	2,814,105.00	2,814,105.00	2,814,105.00	2,814,105.00	2,814,104.00	-
8012 - EPA	8012		118,108.00			118,108.00						118,108.00	-
Subtotal		1,563,392.00	1,563,392.00	2,932,213.00	2,814,105.00	2,814,105.00	2,932,213.00	2,814,105.00	2,814,105.00	2,932,213.00	2,814,105.00	2,814,105.00	2,932,212.00
Property Tax - 8020-8079													
8096 - IN LIEU	8096	-										699,341.00	
Subtotal													699,341.00
Federal Revenue - 8100-8299													
8181 - Federal IDEA - SPED	8181	-	-	-	-	-	-	-	-	-	-	287,875.00	-
8290 - Other Federal Revenue	8290												-
Subtotal												287,875.00	-
Other State Revenue - 8300-8599													
8311 - SPED State	8311	64,133.00	64,133.00	115,439.00	115,439.00	115,439.00	115,439.00	115,439.00	115,439.00	115,439.00	115,439.00	115,436.00	-
8550 - Mandated Cost Reimbursement	8550					109,543.00							
8560 - State Lottery	8560						162,582.00				116,130.00		116,130.00
8590 - Other State	8590												69,677.00
Subtotal		64,133.00	64,133.00	115,439.00	115,439.00	115,439.00	224,982.00	278,021.00	115,439.00	115,439.00	231,569.00	115,439.00	231,566.00
Other Local Revenue - 8600-8799													
8601 - Donations	8601												-
8660 - Interest	8660												-
All Other Financing Sources - 7630-7699													
TOTAL REVENUE	1,627,525.00	1,627,525.00	3,047,652.00	2,929,544.00	2,929,544.00	3,157,195.00	3,092,126.00	2,929,544.00	3,047,652.00	3,045,674.00	2,929,544.00	3,451,653.00	769,018.00

EXPENSES

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Days													
Expense													
Certificated Salaries	1000	857,627.00	826,250.00	829,388.00	831,480.00	834,617.00	839,847.00	899,462.00	901,554.00	902,600.00	909,921.00	910,967.00	915,149.00
Classified Salaries	2000	281,415.00	271,120.00	272,149.00	272,836.00	273,865.00	275,581.00	295,143.00	295,829.00	296,172.00	298,575.00	298,918.00	300,291.00
Benefits	3000	377,502.00	363,691.00	365,072.00	365,993.00	367,374.00	369,676.00	395,917.00	396,837.00	397,298.00	400,520.00	400,981.00	402,822.00
Books and Supplies	4000	154,173.00	148,533.00	149,097.00	149,473.00	150,037.00	150,977.00	161,694.00	162,070.00	162,258.00	163,574.00	163,762.00	164,512.00
Services & Operating Expense	5000	1,017,196.00	979,982.00	983,703.00	986,184.00	989,905.00	996,108.00	1,066,815.00	1,069,296.00	1,070,537.00	1,073,220.00	1,080,461.00	1,085,423.00
Capital Outlay	6000												506,396.00
Other Outgo	7000												
TOTAL EXPENSES	2,687,913.00	2,589,576.00	2,599,409.00	2,605,966.00	2,615,798.00	2,632,189.00	2,819,031.00	2,825,586.00	2,828,865.00	2,851,810.00	2,855,089.00	3,374,593.00	-
Excess of Revenue Over Expense	(1,060,388.00)	(962,051.00)	448,243.00	323,578.00	313,746.00	525,006.00	273,095.00	103,958.00	218,787.00	193,864.00	74,455.00	77,060.00	769,018.00
OTHER INFLOWS													
A/R - Lottery			68,939.00										
A/R - In Lieu PT		691,940.00											
I/C Loan		1,000,000.00	800,000.00					500,000.00		1,500,000.00	750,000.00		-
Total Other Inflows	1,691,940.00	800,000.00	68,939.00	-	-	-	-	500,000.00	-	1,500,000.00	750,000.00	-	-
OTHER OUTFLOWS													
A/P - 9500													
A/P - Other		500,000.00	-	-	500,000.00	-	750,000.00	-	1,000,000.00	-	2,000,000.00	-	1,000,000.00
Total Other Outflows	500,000.00	-	-	500,000.00	-	750,000.00	-	1,000,000.00	-	2,000,000.00	-	1,000,000.00	-
CASH BALANCE	807,940.00	645,889.00	1,163,071.00	986,649.00	1,300,395.00	1,075,401.00	1,348,496.00	952,454.00	1,171,241.00	865,105.00	1,689,560.00	766,620.00	1,535,638.00

EXHIBIT D
Alta Vista Innovation

Cash Flow FY22-23

REVENUE

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Accrual
BEGINNING BALANCE	766,620	824,690.00	1,335,411.00	1,882,171.00	2,233,096.00	2,573,821.00	3,127,619.00	2,921,864.00	3,795,008.00	2,534,109.00	1,997,414.00	2,089,960.00	
Principal Apportionments - 8010-8019													
8011 - GP LCFF State Aid	8011	1,631,692.00	1,631,692.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,048.00	-
8012 - EPA	8012		119,358.00			119,358.00						119,358.00	-
Subtotal		1,631,692.00	1,631,692.00	3,056,403.00	2,937,045.00	2,937,045.00	3,056,403.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,045.00	2,937,046.00	-
Property Tax - 8020-8079													
8096 - IN LIEU	8096	-										706,743.00	
Subtotal												706,743.00	
Federal Revenue - 8100-8299													
8181 - Federal IDEA - SPED	8181	-	-	-	-	-	-	-	-	-	-	291,000.00	-
8290 - Other Federal Revenue	8290											-	
Subtotal		-	-	-	-	-	-	-	-	-	-	291,000.00	-
Other State Revenue - 8300-8599													
8311 - SPED State	8311	64,811.00	64,811.00	116,661.00	116,661.00	116,661.00	116,661.00	116,661.00	116,661.00	116,661.00	116,661.00	116,657.00	-
8550 - Mandated Cost Reimbursement	8550					110,714.00						-	
8560 - State Lottery	8560						164,302.00				117,359.00		117,359.00
8590 - Other State	8590												70,415.00
Subtotal		64,811.00	64,811.00	116,661.00	116,661.00	116,661.00	227,375.00	280,963.00	116,661.00	116,661.00	234,020.00	116,661.00	234,016.00
Other Local Revenue - 8600-8795													
8601 - Donations	8601												-
8660 - Interest	8660												-
All Other Financing Sources - 7630-7699													

TOTAL REVENUE	1,696,503.00	1,696,503.00	3,173,064.00	3,053,706.00	3,053,706.00	3,283,778.00	3,218,008.00	3,053,706.00	3,173,064.00	3,171,065.00	3,053,706.00	3,581,422.00	777,158.00
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EXPENSES

Days	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Accrual
Expense													
Certified Salaries	1000	889,874.00	857,318.00	860,574.00	862,744.00	866,000.00	871,426.00	933,283.00	935,453.00	936,539.00	944,135.00	945,220.00	949,562.00
Classified Salaries	2000	289,858.00	279,253.00	280,314.00	281,021.00	282,081.00	283,849.00	303,997.00	304,704.00	305,058.00	307,532.00	307,886.00	309,298.00
Benefits	3000	390,979.00	376,675.00	378,105.00	379,059.00	380,490.00	382,874.00	410,051.00	411,005.00	411,482.00	414,819.00	415,296.00	417,204.00
Books and Supplies	4000	156,428.00	150,705.00	151,277.00	151,659.00	152,231.00	153,185.00	164,059.00	164,440.00	164,631.00	165,966.00	166,157.00	166,920.00
Services & Operating Expense	5000	1,060,635.00	1,021,831.00	1,025,711.00	1,028,298.00	1,032,179.00	1,038,646.00	1,112,373.00	1,114,960.00	1,116,253.00	1,125,308.00	1,126,601.00	1,131,774.00
Capital Outlay	6000												478,180.00
Other Outgo	7000												
TOTAL EXPENSES		2,787,774.00	2,685,782.00	2,695,981.00	2,702,781.00	2,712,981.00	2,729,980.00	2,923,763.00	2,930,562.00	2,933,963.00	2,957,760.00	2,961,160.00	3,452,938.00

Excess of Revenue Over Expense	(1,091,271.00)	(989,279.00)	477,083.00	350,925.00	340,725.00	553,798.00	294,245.00	123,144.00	239,101.00	213,305.00	92,546.00	128,484.00	777,158.00
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OTHER INFLOWS

A/R - Lottery		69,677.00											
A/R - In Lieu PT	699,341.00												
I/C LOAN	1,250,000.00	1,500,000.00						750,000.00					
Total Other Inflows	1,949,341.00	1,500,000.00	69,677.00					750,000.00					

OTHER OUTFLOWS

A/P - 9500													
A/P - Other	800,000.00							500,000.00		1,500,000.00	750,000.00		1,250,000.00
Total Other Outflows	800,000.00							500,000.00		1,500,000.00	750,000.00		1,250,000.00

CASH BALANCE	824,690.00	1,335,411.00	1,882,171.00	2,233,096.00	2,573,821.00	3,127,619.00	2,921,864.00	3,795,008.00	2,534,109.00	1,997,414.00	2,089,960.00	968,444.00	1,745,602.00
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