

# Local Control and Accountability Plan

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

Los Angeles Leadership Academy	Arina Goldring-Ravin Chief Executive Officer/ Superintendent	<a href="mailto:agoldring@laleadership.org">agoldring@laleadership.org</a> 818-605-6964
--------------------------------	--------------------------------------------------------------------	--------------------------------------------------------------------------------------------

## Plan Summary [LCAP 2021-2022]

Situated in the Lincoln Heights community of northeast Los Angeles, Los Angeles Leadership Academy (hereafter “LALA”) serves students in grades 6-12 on two separate sites. LALA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Primary Academy charter school, a TK-5 elementary school. LALA proudly serves 431 students in 6-12, of which 80 percent are socioeconomically disadvantaged, 79 percent are Latino, 26 percent are English language learners, and 14 percent are students with disabilities.

Since its inception, LALA has focused on engaging students through hands-on, student-centered constructivist learning. LALA has also emphasized the significance of Social Justice as an integral part of the school’s program. By following the principles of cultural proficiency and culturally responsive teaching, our students grow into scholars, activists, and creators who demonstrate the school’s Mandala values of love, courage, inquiry, empowerment, integrity, community, and well-being through:

- Collaboration—developing individual and collaborative working skills;
- Communication—articulating ideas, opinions and information clearly;
- Creativity—using verbal, written, technical, and creative expression effectively;
- Critical thinking—demonstrating problem-solving skills and analytical thinking; evaluating, synthesizing, and applying new information; using acquired skills to be a responsible citizen of the community.

An integral component of our social justice and leadership mission is LALA Farm. LALA has a student farm at the high school campus. In addition to the A-G approved elective Farming for Social Justice where students learn about sustainability, farming, history, and culture, students have formed a LALA farm club, and student leadership hosts educational field trips for primary and middle school students.

We are proud of our community partnerships that enable us to meet the needs of our students and their families. Through our partnership with ELAC, LACC, and Trade Tech, students have had access to a variety of online and on site community college courses that are considered for credit towards graduation at LALA and could also count as college credits towards their major. Courses have included American Sign Language, Engineering 101, Psychology, Health, Political Science, Sociology, and Computer Science. This school year we also have some 8th grade students dually enrolled. In addition to this partnership, we have partnerships with VIP, GRYD, PESA, Didi Hirsch and USC's counseling intern program to ensure our student needs are met.

During the Spring of 2019, LALA was challenged by school closures due to the pandemic. In planning for this, we purchased digital curriculum components for all teachers to use to provide continuity of instruction to meet the needs of both academic and social emotional needs. Students were provided laptops and hot spots to continue with at home learning targeting the most essential standards to be learned in English Language Arts and Math, as well as social studies, science, ELD, digital citizenship, physical education, and music.

So while it was a very different year, as far as the expectations for our instructional programming we continued to offer a comprehensive program for all students.

The year of school closure impacted the entire LALA community and there are actions that we plan to take to meet new needs. Some of these are included in the LCAP and others are funded from a range of funding sources. Nonetheless, LALA aims to increase students' ability to understand, communicate, and express their need for changes in their community and to support their transformation into capable agents of change.

## General Information

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

The Los Angeles Leadership Academy (hereafter "LALA") includes a middle school and high school serving urban students in grades 6-12 in the northeast Los Angeles community of Lincoln Heights. According to U.S. Census

data, the community is approximately 70 percent Latino with one of the highest populations of residents age 10 to 18 in Los Angeles County. The needs of students in this community include improved English language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents. Currently, our student population is composed of 495 students of which 91.9% are Latinx students, 95.4% are economically disadvantaged students, 25.7% are English Learners, and 10.5% are students with exceptional needs. A benefit of being a small school is that stakeholders are able to devote time to developing relationships between stakeholders. One of our strengths is the “family” community that we have developed.

## Reflections: Successes

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

**WASC** – During the 2020-2021 school year, Los Angeles Leadership Academy completed a WASC Self Study and was awarded WASC renewal for an additional 6 years.

**Graduation Outcomes** – All students, including English Learners and students with exceptional abilities, have access to college ready pathway and graduate with access to a full range of ed options (4 year, comm college, variety of career fields). Data from Data Quest indicates, the percentage of students graduating meeting A-G at LALA is a higher percentage than A-G graduates from LAUSD, LA County, and the state by about 30% or more for the cohorts from 2017 - 2020. In addition, when comparing outcomes based on the main demographic of the students living in the Lincoln Heights and Highland Park area (Hispanic students), the data indicates that a greater percent of Hispanic students successfully complete A-G requirements at LALA compared to the local schools.

**English Language Arts** – As a whole, LALA students’ strengths are in the English language arts. While the 6-8 grades have lower scores than the 11th grade does, In the three years between 2017 and 19, LALA’s 11th graders had an average of 65 percent of its students meet or exceed the state standards in the CAASPP ELA assessments. While this percentage is on par with the state average, it is much higher than the average for our neighboring high school, Abraham Lincoln High School, at 46%. Also, CAASPP performance data from 2019 for both reading and math indicate that LALA’s socioeconomically disadvantaged students performed on par to their higher income

peers and increased 21.5 points. Another positive outcome is that data indicates there is a clear trajectory of students doing better as they promote from grade to grade.

**English Learners** –ELL students are LALA’s third largest student subpopulation. Data from the CA Dashboard indicates that a very high percent of our English Learners (60.8%) are making progress towards English proficiency, compared to the average of 48.3% of English Learners making progress in the state of California. For the year 2020-2021, Data Quest shows that LALA reclassified 14.2% of English Learners, outperforming the district, county, and state reclassification rates for the same year.

**Staff** – The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. There is strong awareness of the school’s mission, vision, and SLOs. Based on internal survey data, adults are especially in alignment with the ideals represented.

Leadership and staff are qualified based on staff background and are qualified and up to date on credentials. Internal surveys indicate that staff and leadership share decision making often and effectively. Administration has an open-door policy which staff does utilize without hesitation. Often improvements to our processes and program come from staff suggestions. Staff and administration work collaboratively. Professional development is approved to address school goals and teacher development needs. Lots of opportunities for differentiated PD based on school goals and staff needs. Also available through different mediums. In collaboration with our teacher union, we selected the 5 Dimensions of Teaching and Learning as our formal evaluation rubric. Leadership, department chairs, and mentor teachers participated in a year-long observation protocol training.

**Stakeholder participation** - Stakeholders participate in forums, formal school committees, assemblies and answer surveys to review processes and progress towards SLOs and to provide feedback and ideas to improve our program. Surveys indicate stakeholders feel there are multiple ways financial data is shared and accessible.

**Safety and Wellness** – Over 70% of students and parents surveyed agree that students are safe and cared for at LALA, and that they have access to effective extracurricular and support opportunities

**Suspension Rate** - the 2019 CA Dashboard indicates suspension rates at 5.9%, however data from Dataquest indicates a drop in suspension since then, marking LALA at a 1.2% suspension rate.

## Reflections: Identified Need

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

Parent involvement needs to continue to improve to ensure increase communication and transparency. We will do so by increasing our community outreach program to ensure it that solicits feedback and participation and provides services, training and information for parents. We will continue to provide a variety of avenues for parent involvement such as parent conferences, Coffee with the Principal, Task Force Meetings, DELAC, SSC, and workshops as well as increase social media presence via Facebook and Instagram to keep families engaged.

Academic performance needs to improve for math. Dataquest indicates student Math scores are 108.9 distance from standard. The majority of our student population is identified as Hispanic and socioeconomically disadvantaged, however when focusing on student group performance levels, the Ca Dashboard has identified students with disability and English Language Learners to have scored two or more performance levels below. For the 2019 CAASPP Math, students with disabilities scored 181.8 points below standard and English language learners scored 122.1 below standards not being able to meet grade-level standards on the Mathematics assessment. Los Angeles Leadership Academy will focus on monitoring the use of board approved curriculum across grade levels, increase teacher growth of performance levels of targeted indicators from the 5D+ Rubric for Instructional Growth, use of rubrics and aligned school-wide strategies across disciplines, as well as small group tutoring for struggling students during non-school hours. In addition, the use of adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations will continue to be a focus.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. LALA will engage 6-12th grade teachers in professional learning with emphasis on increasing capacity, familiarity, and expertise with supporting classroom discourse, student-centered classroom environments that focus on equity, and rigorous mathematics instruction through WestEd. WestED is a comprehensive research- and evidence-based professional development that will improve math instruction by providing teachers access to effective mathematics teaching practices such as orchestrating productive mathematics discussions and posing purposeful questions, and the Standards for Mathematical Practice as outlined in California's Common Core State Standards for Mathematics.

Site Administrators and 6-12 teachers will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model with a goal to positively impact student achievement.

According to the Ca Dashboard, the percentage of high school graduates who are placed in the Prepared level on the College/Career Indicator is 44.7%. Our focus is to increase career technical education awareness by increasing the use of the Naviance platform, having students research and select interesting colleges and careers. College Counselor will increase promoting colleges and careers, monitor student progress towards, and support higher education goals.

Lastly, the 2019 CA Dashboard indicates suspension rates at 5.9%, however data from Dataquest indicates a drop in suspension since then, marking LALA at a 1.2% suspension rate.

## LCAP Highlights

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

This year's LCAP represents a continuation of the previous 2018-2019 LCAP with revision and the merging of its goals: 1) improving student literacy performance, 2) improving student math performance, 3) delivery of a standards-aligned instructional program aimed at creating college and career ready graduates, 4) a safe and supportive school environment that meets the needs of the student as a whole child.

While the goals remain similar, their planned actions are refinements of last year's efforts. For the first and second goal related to student academic performance, LALA'S actions center on time for intervention, teacher professional development to increase best teaching practices and data analysis, use of educational technology, and promoting literacy and math rich school cultures. For the third goal on college and career readiness, LALA's actions Increase the use of the college and career platform, student research and selecting interesting colleges and careers. For the fourth goal on school environment and safety, LALA's actions focus on safety and maintenance procedures, stakeholder (particularly family) communication and services, student discipline and culture, student support services, nutrition, and the school's social justice mission.

Impact of the COVID-19 Pandemic: On March 13, 2020, Los Angeles Leadership Academy closed its campuses to prevent the spread of COVID-19. LALA began the 2020-21 school year in a 100% distance-learning format and has slowly transitioned to a hybrid in-person and distance learning instructional model. Throughout this time, LALA has remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-

emotional health services. Our school closure impacted LALA in many key areas contained in the 2021-24 LCAP, including, training for teachers, technology for students and teachers, and student's academic and social emotional needs as a result of the need to move into both an asynchronous and synchronous style of learning. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

**NONE**

### **Support for Identified Schools**

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

Not Applicable

### **Monitoring and Evaluating Effectiveness**

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

Not Applicable

## **Stakeholder Engagement**

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

Having just finalized the WASC Self Study, we were able to include feedback stakeholders provided as part of WASC Committees. LALA believes that stakeholder input drives the development of the LCAP. LALA consulted

parents, pupils, school personnel including principals and teachers, local bargaining units, and the community over the course of the year conducting meetings and administering surveys to all employees, students and parents. The following meetings listed below were hosted by LALA and stakeholder feedback was collected. Due to state and local restrictions, parent, community, and student meetings were held virtually utilizing Zoom. Stakeholders could participate either by phone or by logging into the platform. Staff meetings were held both virtually and in-person as permitted by applicable health and safety guidelines. Stakeholders participated in the development by sharing concerns and providing suggestions through the following meetings: expense input meetings with classified and credential staff, Instructional and Safety Task Force Committees, School Site Council, DELAC, Coffee w/ the principal, and Student Leadership. In addition, stakeholders are able to provide input through surveys, phone calls, online newsletters, parent Schoology accounts, and anonymous drop boxes at each site.

Translation services were provided at each meeting as needed. LALA made a solid effort to assure voices were heard from stakeholders throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students.

During the meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and the budget for each LCAP goal. Stakeholders were then given the opportunity to respond to each LCAP goal and give us input responding to the following four prompts for each goal: 1) What goal do we keep, to continue improving outcomes? 2) What areas should we consider for improvement? 3) What areas of needs do we need to address?

#### A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and more recently in the Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas.

#### **Overarching Themes**

##### **Effective Implementation of a Multi-tiered System of Supports (MTSS)**

A great deal of input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) at each site. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program providing responsive services to students based on identified need (including individualized supports and math supports), implementing systems that improve the culture and climate of our schools and classrooms, equitable allocation of resources



using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

### **Focused Support Based on Identified Student Need**

A theme across stakeholder group input was the need for more targeted supports for students with the highest needs. A recurring recommendation was to hire additional paraprofessionals to support unduplicated students (English Learners, Foster Youth, **special education** and socioeconomically disadvantaged students). Stakeholders emphasized the importance of having in class support during integrated English Language Development classes.

### **Parent Involvement and Participation**

- Increase parent involvement for each school site
- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increase and improve translation and interpretation for families
- Increase parent participation rates for workshops and school

### **College and Career Readiness**

- Continue to provide an equitable, coherent and consistent educational experience that all students have access to standard aligned instructions and rigorous educational experiences.
- Continue access to effective counseling-academic, college advising and mental health
- College and Career readiness at middle school focused on providing students a clear plan that includes postsecondary goals and an understanding of the steps needed to achieve them
- Increase career/trade awareness and options

### **Foundational Educational Experience (Tier1)**

- Core academic instruction in an MTSS framework with differentiation of instruction in all classrooms
- Effectively provide designated and integrated ELD
- Increase access for all sports, music, arts, and after school programs
- Integrate reading, writing and arithmetic across the curriculum-incorporate Math and ELA strategies into social science, physical education, science, and other electives.
- Implement adopted curriculum and programs with fidelity, including common assessments.
- Develop specific metrics that enable progress monitoring of school initiatives/actions
- Develop targeted professional development

### Integrated Supports (Tier 2 and 3)

- Prioritize mental health and wellness- implement regular mental health checks for students
- Individual student progress monitoring and supports for students with high needs
- Provide clear guidelines and support for ongoing monitoring of reclassified students
- Professional development for instructional aids, RSP teacher, and General Education Teachers in instructional methods for learning disabilities
- Professional development for staff across a range of areas including SEL, trauma-informed practices, PBIS, and mental health

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

While all aspects of the LCAP are influenced by specific stakeholder input, the following is a breakdown by LCAP goals.

Goal #1 Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards that prepares students for college and their future careers

Stakeholder feedback from surveys and parent meetings inform us that continuing to strengthen our academics and increasing our college and career readiness needs to remain a top priority.

Goal #2 Close the achievement gap for students from prioritized subpopulations compared to general education students (i.e., EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population.

Feedback primarily generated from teachers during data days indicates that continued effort must be made to ensure that our subgroups are performing in par with all students.

Goal #3 Provide a safe and supportive schooling experience that attends to the social and emotional development of students, their growth as agents of social justice, and the important role of their families in this effort

Across the board, feedback across all stakeholders indicates that addressing the social/emotional development of students, along with engaging their families is the strongest priority. This seems to be especially true in planning for school reopening. The feedback suggests that Social Emotional Learning and Mental Health supports are deeply valued and necessary.

## Goals and Actions

# Goal 1

<b>Goal 1</b>	
<b>Goal 1</b>	Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards that prepares students for college and their future careers

An explanation of why the LEA has developed this goal.

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards and receive differentiated support to ensure they can complete the requirements necessary for acceptance to a college or university. State priorities 1,2,4,7,8

## Measuring and Reporting Results

\*The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.

Metric	*Baseline (2019)	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Average Distance from Level 3 for English Language Arts	All Students -47.3				All Students 27.5
CAASPP Average Distance from Level 3 Math	All students -108.9				All students 10.5

CA School Dashboard – College and Career Readiness Outcomes	44.7%				48.7%
Advanced Placement participation rates	32% in grades 9-12				35% in grades 9-12
Advanced Placement Passing Rates	12% in grades 9-12				15% in grades 9-12

## Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

Action 1	<p>Increase English Proficiency as outlined by CCSS</p> <p>Acquire and implement rigorous curricula and a broad course of study aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and State Standards.</p>	<ol style="list-style-type: none"> <li>1. (HS) offering college credit for classes through local community college (no cost)</li> <li>2. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E. and dual enrollment classes)</li> <li>3. (6-12) continued implementation of new Math Curriculum and ELA Study Sync curriculum</li> <li>4. (HS) use of Acellus for student acceleration/remediation</li> <li>5. (6-12) evaluation of Acellus, alternative, and intervention programs' effectiveness</li> <li>6. (6-12) ensuring alignment of course content and titles of science classes to NGSS</li> <li>7. (6-12) developing a calendar of expected significant student PBL project timelines and due dates by grade and content area</li> </ol> <p>(4100,4200,4325</p>	53,500	Y
----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------	---

Action 2	Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards.	<ol style="list-style-type: none"> <li>1. (6-12) Implementation of principles of Professional Learning Communities (PLC)</li> <li>2. (6-12) supporting Google Educator certifications and additional technology training platforms for teachers (exam fees)</li> <li>3. (6-12) supporting PLC's -aligned requests for PD and conference attendance</li> <li>4. (6-12) establish a support program for new faculty specific to teaching at LALA (in addition to BTSA)</li> <li>5. (6-12) training on mastery grading and follow-up professional development</li> <li>6. (6-12) PD on NGSS and implementation (6-12) PD for new Math Curriculum</li> <li>7. West ED PD</li> </ol>	\$195,902	Y
Action 3	Maintain the technology and digital resources that will allow LALA to differentiate instruction develop students' 21 <sup>st</sup> Century skills, and meet state standards.	<ol style="list-style-type: none"> <li>1. (6-12) use of CAASPP interim assessments</li> <li>2. (6-12) implementation of a technology skills scope and sequence plan</li> <li>3. (6-12) upkeep of hardware, software, and infrastructure.</li> <li>4. (6-12) payment for internet services</li> <li>5. (6-12) payment for firewall and cache services</li> <li>6. (MS) BrainPop licenses</li> <li>7. (MS) Achieve3000</li> <li>8. (6-12) StudySync</li> <li>9. (HS) Acellus</li> <li>10. (6-12) ALEKS</li> <li>11. Technology Services</li> </ol>	\$362,381	Y

Action 4	Monitor student proficiency data on an ongoing basis, adjusting actions and the distribution of resources as needed to ensure student proficiency in state adopted standards. In addition to maintaining a student information system,	<ol style="list-style-type: none"> <li>1. Hi (6-12) NWEA MAP assessments</li> <li>2. (6-12) Math ALEKS data</li> <li>3. (6-12) Achieve3000 data</li> <li>4. (6-12) ELPAC data</li> <li>5. (6-12) CAASPP summative and interim assessment data</li> <li>6. (HS) student digital portfolios</li> <li>7. (HS) SAT score cohort comparisons</li> <li>8. (6-12) Intervention Program (Suite 360)</li> <li>9. Individual Tutoring</li> </ol>	\$560,240	Y
Action 5	Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff.	<ol style="list-style-type: none"> <li>1. 6-12) paying certificated employees' salaries</li> <li>2. (6-12) paying classified employees' salaries</li> <li>3. (6-12) providing eligible employees' their contracted benefits</li> <li>4. (6-12) continue collective bargaining of competitive teacher contracts</li> <li>5. Review/clarify the process for the criteria on continued education salary points/units.</li> </ol>	4,492,971	Y

Action 6	Develop components within the school's multiple-tiered systems of support (MTSS) focused on meeting the academic needs of students.	<ol style="list-style-type: none"> <li>1. (6-12) securing intervention and enrichment as necessary</li> <li>2. (6-12) providing college and career support</li> <li>3. (6-12) college field trips</li> <li>4. (MS) implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college presentations)</li> <li>5. (HS) ACT/SAT prep, including compulsory PSAT and PLAN</li> <li>6. (6-12) providing college and career counseling, workshops, fairs and outreach</li> <li>7. (HS) mandatory college application</li> <li>8. (6-12) matching qualified students with internships, when possible</li> <li>9. (HS) Implement Naviance</li> </ol>	\$48,015	Y
----------	-------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------	---

## Goal Analysis [2020-2021]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.



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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

## Goal 2

<b>Goal 2</b>	<b>Close the Achievement Gap for prioritized subgroups</b>
<b>Goal 2</b>	Close the achievement gap for students from prioritized subpopulations compared to general education students (i.e., EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population.

An explanation of why the LEA has developed this goal.

LALA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students.

## Measuring and Reporting Results

\*The 2020 CAASPP assessments were waived due to the COVID-19 pandemic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	2020-2021 14.2% (18 students)				18%

CAASPP Average <b>Distance from</b> Level 3 for English Language Arts	*2019 All Students (-47.3) English Learners (-75.7) Students w/ Exceptional Needs (-141.1)				All Students (27.5) English Learners (13.5) Students w/ Exceptional Needs (-45.9)
CAASPP Average <b>Distance from</b> Level 3 Math	*2019 All students (-108.9) English Learners (-122.1) Students w/ Exceptional Needs (-181.8)				All students (-10.5) English Learners (-18.5) Students w/ Exceptional Needs (-41.5)

## Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Progress Monitoring Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS teams.	<ol style="list-style-type: none"> <li>1. 6-12) individual conferences with students advisors</li> <li>2. (6-12) monitoring by the designee</li> <li>3. (6-12) examining available subgroup data from digital programs</li> <li>4. (6-12) creation of portfolios that track EL students' progress toward reclassification against set criteria</li> </ol>	Goal1, action 4	

[Action #2]	<p><b>Differentiated Instruction</b></p> <p>Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations.</p>	<ol style="list-style-type: none"> <li>1. (6-12) Math ALEKS (New Math curriculum ELD component)</li> <li>2. (MS) Achieve3000.</li> <li>3. (6-12) StudySync ELD</li> </ol>	Goal 1, Action 3
[Action #3]	<p><b>Interventions</b></p> <p>Provide intervention, designated ELD, and similar support classes during the school day.</p>	<ol style="list-style-type: none"> <li>1. Labs and Universal Access periods</li> <li>2. ELD class</li> </ol>	Goal1, Action 6
[Action 4]	<p><b>Paraprofessionals</b></p> <p>Provide support through the use of instructional aides, paraprofessionals, and workshops.</p>	<ol style="list-style-type: none"> <li>1. (6-12) training instructional aides to support students from special subpopulations</li> <li>2. (6-12) training instructional aides to support students from ELL subpopulations</li> <li>3. (6-12) hosting ELPAC and reclassification workshops for parents and stakeholders</li> </ol>	Goal 1, Action 2
[Action 5]	<p><b>Professional Development</b></p> <p>Provide training and support to teachers on addressing the needs of special populations</p>	<ol style="list-style-type: none"> <li>1. (6-12) conduct of Modified Consent Decree meetings</li> <li>2. (6-12) PD for teachers on IEPs and servicing SPED students</li> </ol>	Goal 1, Action 2

## Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

### Goal 3

<b>Goal 3</b>	<b>Increased Stakeholder Engagement</b>
<b>[Goal 3]</b>	Provide a safe and supportive schooling experience that attends to the social and emotional development of students, their growth as agents of social justice, and the important role of their families in this effort

An explanation of why the LEA has developed this goal.

Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by

way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates					
Local Climate	Met	Met	Met	Met	Met
Suspension Rates 2019-2020 California Department of California Data Quest	1.9%	1.4%	0.9%	0.9%	0.0%
Parent and Family Engagement	Met	Met	Met	Met	Met

## Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

<p>[Action #1]</p>	<p>Safe Campus</p> <p>Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses.</p>	<ol style="list-style-type: none"> <li>1. (6-12) leasing the school's campuses</li> <li>2. (6-12) evaluating the school's comprehensive safety plan</li> <li>3. (6-12) conducting monthly safety drills</li> <li>4. (6-12) conducting regular walk-throughs and site inspections</li> <li>5. (6-12) refining processes for reporting concerns with facilities (e.g. School Dude, comment boxes, etc.)</li> <li>6. (6-12) convening a committee focused on improving student play spaces, particularly at the middle school</li> <li>7. UV Disinfections every classroom in a daily basis</li> <li>8. COVID Prevention Measures</li> </ol>	<p>\$731,712</p>	<p>Y</p>
<p>[Action #2]</p>	<p>SEL Supports</p> <p>Refine services and programs that support students' socio-emotional health and development through students' MTSS teams (to complement academic focus of Action 6 of Goal 1), continuing to draw on principles from the ASCD's WSCC approach.</p>	<ol style="list-style-type: none"> <li>1. (6-12) maintaining an interscholastic athletics program</li> <li>2. (6-12) providing an after-school youth program</li> <li>3. (6-12) parent workshops by Barrio Action and other providers</li> <li>4. (MS) sex health education by Reality Check</li> <li>5. (6-12) supporting student attendance at youth development programs and conferences</li> <li>6. (6-12) participation in MOSTE program</li> <li>7. (6-12) increased non-athletic extracurricular activities and programming in the arts</li> <li>8. (6-12) supporting student access to healthcare services (e.g. referrals to providers)</li> </ol>	<p>\$205,000</p>	

[Action #3]	<p>Decrease suspensions</p> <p>Refine LALA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans (to complement the academic focus of Action 6 of Goal 1).</p>	<ol style="list-style-type: none"> <li>1. (6-12) a program of PBIS rewards and recognitions for meeting expectations</li> <li>2. (6-12) expanding the number of alternatives to suspension available</li> <li>3. (6-12) a program of school events and activities promoting school culture through the school's mandala and expectations</li> <li>4. (6-12) activities of the student leadership group</li> <li>5. (6-12) activities (like standards-aligned field trips) that build enthusiasm for learning</li> <li>6. (6-12) Go Guardian, a classroom management, and school mental health tool</li> </ol>	Goal1, Action 6	
[Action #4]	<p>Nutrition</p> <p>Provide free a healthy and nutritious breakfast and lunch to all students.</p>	<ol style="list-style-type: none"> <li>1. (6-12) surveying students regarding food preferences</li> <li>2. convening a committee that includes student voice and explores different food vendor options</li> <li>3. survey stakeholder satisfaction with food in following LCAP input processes</li> </ol>	\$438,000	
[Action #5]	<p>Student empowerment</p> <p>Maintain a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction</p>	<ol style="list-style-type: none"> <li>1. (MS) continuing activism teach-in program</li> <li>2. (HS) continuing Chavez Day of service</li> <li>3. (HS) social justice-themed courses such as Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership</li> <li>4. (6-12) establishing of a social justice Civic Fair</li> <li>5. (HS) use of social-justice themed writing benchmarks</li> <li>6. (HS) piloting a "legacy project" for seniors where for students create a project as a contribution to their community</li> <li>7. (6-12) participation in We Day program</li> </ol>		

[Action #6]	<p>Supportive school culture for parents</p> <p>Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information.</p>	<ol style="list-style-type: none"> <li>8. (6-12) use of electronic communication systems (e.g. Parent Square, Facebook)</li> <li>9. (6-12) conducting annual stakeholder surveys</li> <li>10. (6-12) hosting regular stakeholder meetings and forums (e.g. "Coffee with the Principal")</li> <li>11. (6-12) assisting families in need with school uniforms</li> <li>12. (6-12) providing family services through community partners (e.g. VIP Services, Barrio Action)</li> <li>13. (6-12) providing college support services to families</li> <li>14. (6-12) increasing the ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website)</li> </ol>	\$12,000	
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------	--

## Goal Analysis [LCAP Year]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.



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

Analysis of the 2021-22 goals will occur during the 2022-23 updated cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.20%	1,311,373

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

### Required Descriptions

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

Goal 1 Action 1-Increase English Proficiencies- To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that relate to the Common Core State Standards. Provide students with appropriate and relevant remediation or acceleration supports that meets the needs of students as they progress towards mastery of academic achievement. Meets state priority areas: 1, 2, 4, 7, 8

Goal 1 Action 2- Professional Development- To provide educators professional learning opportunities that promote efficient teacher/student strategies to aid in the improvement of their student’s academic success. Provide educators with opportunities to collaborate within grade level professional learning communities (PLC’s) and cross-grade level professional learning communities (PLC’s) to review relevant and appropriate data to support and enhance effective instructional strategies. Meets state priority areas: 1, 2, 4, 7, 8,

Goal 1 Action 3 – Resources for differentiated instruction provided through adaptive resources - To enhance access to information technologies and digital resources that promote increased learning and academic achievement. Meets state priority areas: 1, 2, 4, 5, 7, 8, 10

Goal 1 Action 4- Student proficiency data will be analyzed for prioritized subgroups to provide data driven individualized Meets state priority areas:1, 2, 4, 5, and 7

Goal 1 Action 5 – An inclusive approach to diverse campus leadership promotes success among underrepresented subgroups. Meets state priority areas: 1, 3, and 6

Goal 1 Action 6 - Addresses academic and behavioral disparities. Meets state priorities: 1, 2, 4, 5, and 6

Goal 2- All actions in this goal focus on prioritized subgroups Actions for this goal meet state priority areas: 1, 2, 3, 4, 5, 6, and 7

Goal 3 Action 1- Safe and Secure Campus- To develop and maintain systems of safety that fosters a safe learning environment through visible support of a safe and secure campus. Meets state priority areas 1, 5, and 6

Goal 3 Action 2 – Access - All students have access to SEL services and programs and all informational materials and resources are translated to Spanish. Meets state priorities: 1, 3, and 6

Goal 3 Action 4 - All students receive a free lunch, including a free snack provided by the after-school program. Meets state priority area: 1

Goal 3 Action 5 - Teaching and promoting activism strategies that empower students to seek resources and challenge injustice helps these students particularly with seeking resources for themselves and their families at school and in the community. Meets state priority areas: 1, 5, and 6

Goal 3 Action 6 – Ensuring that communication is provided in Spanish and English in writing and verbally, partnering with community organizations that will provide additional resources for at risk students and have staff who is bilingual, and ensuring coordination with welfare representatives regarding students' needs including school uniforms. Meets state priority areas: 1, 3, 6, and 10

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

## Additional Information Required

2020-21	HS	MS	LALA (MS & HS)
Suspension Rate	0.00%	0.00%	0.00%
Chronic Absenteeism Rate	9.26%	13.31%	11.23%
Chronic Absenteeism Student Count	21	29	50
Reclassification Count	0	18	18
Reclassification Rate			14.20%

### **Suspension Rate:**

Los Angeles Leadership Academy did not have any suspensions for the 2020-2021 school year. Restorative Practices were implemented in grades 6-8, focusing on community circles.

### **Chronic Absenteeism:**

Based on a comparison to 2019-2020 attendance, chronic absenteeism has increased. 2.83% of students have been absent 10%+ of the school days they've been enrolled for the 2020-2021 school year. Student attendance has been impacted by the need for mental health support, homelessness, family separation, historical chronic absenteeism due to the COVID 19- Pandemic. The school made calls daily to the families and provided mental health support to the families via zoom. The school opened in April 2021 1, and mental health support was given to the students in person. The school was able to support some of the families with homelessness and food Monday - Friday.

### **Reclassification Count:**

Los Angeles Leadership Academy Middle School reclassified 18 students for the 2020-2021 school year.

### **Reclassification Rate:**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: English Learner reclassification rate for 2020-2021. The school reclassified English Learners at a rate higher than District, County, and State Schools Median (Level 4). The reclassification rate for ELs was significantly higher at a rate of 14.20%.

**Expulsion Rates:**

Los Angeles Leadership Academy had 0 expulsions for the 2020-2021 school year. The school implemented various supports and incentives such as:

- PBIS Incentives
- Lion Dollars for school-wide incentives
- Mental Health Support - VIP
- Youth Drug Rehabilitation - Clinica Romero
- Leadership mentoring through GRYD - Gang Reduction Youth Development
- Ripples Effect
- Attendance Incentives
- Honor Roll Recognition
- Mandala character recognition
- High School Peer Leaders
- Parent Workshops

High School	20-21	
A-G Graduates	67%	
High School Graduation Rates	71.43%	
High School Dropout Rates	12.24%	
College Acceptance Rate	73.1(including 2-year colleges)	54.3% (4 years)
Promotion Rate	74.80%	
CAASPP 11 <sup>th</sup> Grade exceeded, or Standards met in English Language Arts	41.0%	
CAASPP 11 <sup>th</sup> Grade exceeded, or Standards met in Mathematics	17.9%	

**A-G Graduates:** For the 20-21 school year, our A-G graduates dropped due to many students struggling during the pandemic and distance learning. Those students who could not graduate with all of their A-G requirements were moved to a state graduation plan to graduate on time and attend community college or vocational school.

**High School Graduation Rates:** Our graduation rate dipped for the 20-21 school year due to many students struggling during the pandemic and distance learning. In addition to interventions offered during the school year, like after-school tutoring, intervention classes, and credit recovery classes, we also provided opportunities for summer school and the 5th year of high school to special populations and all seniors.

**High School Dropout Rates:** Similar to the state, our dropout rate also increased during the pandemic. Although we provided our students with technology such as laptops and hotspots, many students still found it too difficult to continue their education during distance learning.

**College Acceptance Rate:** Our college acceptance rate primarily decreased because we had fewer students apply to colleges since it would be distance learning. More students opted to apply to community colleges, with the plan to transfer to a four-year college afterward.

**Promotion Rate:** Our promotion rate also decreased due to many students struggling to complete their courses during distance learning. However, we provided our students with opportunities to do summer school and allowed special populations and all students to do summer school in person.

**CAASPP 11th Grade:** In English Language Arts, 41.0% of the students exceeded or met the English Language Art standards.

**CAASPP 11th Grade:** In Mathematics, 17.9% of the students exceeded or met the Mathematics standards.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.



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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## **Expenditure Tables**

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

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

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

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

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

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

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

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