

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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2017-20 Plan Summary

THE STORY*

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

The Los Angeles Leadership Academy (hereafter “LALA”) serves urban secondary students grades 6-12 in the northeast Los Angeles community of Lincoln Heights. According to U.S. Census data, the community is approximately 70% Latino with one of the highest populations of residents aged 10-18 in Los Angeles County. The needs of secondary 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.

LALA has made intensive efforts to create an environment and an instructional program that meet the specific needs of its student population and its significant subgroups of Latino students, English learners (“EL”) and socioeconomically disadvantaged students. To begin, research shows that traditional instructional strategies such as whole class lectures, which involve passive receipt of instruction from an authority figure, reduce self-esteem, reinforce social inequality, and require mere demonstration of low-level question-response skills, rather than promoting critical thinking skills based on the interplay of ideas. Much of the poor performance of Latino students is attributable to use of these traditional teaching strategies. Far more effective in improving the achievement of Latino students are culturally responsive teaching, cooperative learning, instructional conversations, student-centered, cognitively-guided instruction, and technology-enriched instruction. LALA implements these strategies in classrooms. Plainly, integration of non-traditional instructional formats and learning opportunities is an essential step in narrowing the achievement gap for LALA’s Latino students. In addition to LALA’s progressive curriculum and instruction, the needs of ELs are met through planned, standards-based English language development (“ELD”), including the use of Specially Designed Academic Instruction in English (“SDAIE”) and other effective ELD strategies.

Likewise, LALA meets the needs of socio-economically disadvantaged students by

establishing systems that address key factors affecting achievement. Research notes that high-poverty, high-achieving schools shared common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles underlie a number of the school's practices and programs.

* Adapted from 2017 LALA Charter Renewal Petition

LCAP HIGHLIGHTS

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

This year's LCAP represents a refinement of the previous 2016-2017 LCAP. First, it continues and improves upon the two goals of increasing student's literacy and math performance from last year. Second, it clarifies the remaining goals, expanding LALA's focus on professional development to a broader concern with instruction. Conversely, the new LCAP condenses last year's goals regarding school climate, basic services and parental involvement from last year into a single goal on the social and physical conditions of the school. Lastly, this year's LCAP includes a new goal that aims to close the achievement gap between the school's significant subgroups and the general population.

Aside from this broader restructuring of LCAP goals, this plan seeks to continue or initiate a number of key actions that should yield significant results. The school looks to improve upon its instructional program by further developing the professional competencies of its faculty and staff, especially their ability to leverage the school's recent technological investments into better academic outcomes. The school also seeks to expand its focus beyond the mere academic to a more encompassing "whole school, whole community, whole child" framework to meet the socio-emotional needs of our students. Lastly, the school will continue to improve on the academic achievement of its significant student subpopulations by way of additional instructional minutes, increased academic support, and adaptive digital content.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

LALA is most proud of the progress it has made in elevating student performance in English and math. LALA's students saw growth on NWEA's Measures of Academic Progress (MAP) ELA and math assessments, the Common-Core aligned computer-adaptive tests used as internal benchmarks. LALA is especially proud of the progress shown by its Latino, low-income, and special education students at its middle school, who have thus far met all the growth targets set by NWEA; similarly, LALA is proud of the high school's sustained performance on the CAASPP ELA assessments, which has outpaced the performance of comparable schools in the two years the tests have been administered. LALA attributes both developments to its continued Common Core instruction and substantial investments in instructional technology, especially the use of computer-based intervention

programs. LALA aims to continue the improvement of its curriculum and instruction and maximize the opportunities presented by its improved technology resources.

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

GREATEST NEEDS

After an analysis of the data, LALA has identified a number of areas in need of improvement. The California School Dashboard shows LALA’s graduation rate (9-12) at a red level and LALA’s suspension rate and ELA performance (3-8) at orange levels. An analysis of internal NWEA benchmark data confirms the need to focus on math and English language arts for all students, but especially our significant subpopulations. LALA addresses these needs in the new LCAP by aligning its new goals to these metrics. Among other issues, goal 1 concerns itself with improving the graduation rate, goal 2 with the school’s suspension rate, goal 3 with the performance of significant subpopulations, and goals 4 and 5 dealing with ELA and math performance respectively. The new LCAP goals begin on p. 39 of this document.

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

PERFORMANCE GAPS

The California School Dashboard shows that EL and socioeconomically disadvantaged students perform two performance levels (red) below the performance of all students (yellow) in math. LALA’s plan to address this gap is spread across three goals in the new LCAP: goal 1 (p. 39), goal 3 (p. 62), and goal 5 (p. 77). A summary of LALA’s planned efforts can be read in following section (“Increased or Improved Services”).

INCREASED OR IMPROVED SERVICES

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

LALA will improve services for low-income, EL students, and foster youth in a number of ways. While LALA does not have a significant number of foster youth, the school has designated a lead to ensure the provisions of McKinney-Vento are appropriately enacted. LALA’s approach to addressing the needs of low-income and EL students include the use of technology for both monitoring and intervention, increased teacher professional development that focuses specifically on these student populations, and the provision of academic, social and emotional support through a multi-tiered system of support (MTSS). Additionally, EL students will receive increased ELA instructional minutes in the form of designated ELD time and additional

paraprofessional support.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 6,891,946
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 5,806,096

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

Those expenses not included in 2017-218 LCAP plan consist primarily of those costs related to the operation of the LEA home office, including administrative and office expenses; accounting, audit, and legal services; and marketing and sport program expenses.

\$ 5,287,753

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

<h2 style="margin: 0;">Goal 1</h2>	<h3 style="margin: 0;">TO INCREASE ENGLISH LITERACY</h3>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP/SBAC ELA: 48% will meet or exceed standards in English Language Arts / Literacy
2. Reclassification rate: 12%
3. NWEA: 60% meet growth targets in Language and Reading with students meeting the 50th percentile nationwide

ACTUAL

1. **Not met.** 2015-2016 CAASPP results indicate 40% of LALA students met or exceeded ELA standards. Overall results by grade are reported below:

	% Exceeded	% Met	% Near Met	% Not Met
6 th	6	21	24	49
7 th	5	29	36	31
8 th	7	40	27	26
11 th	9	52	24	15
All	6	34	29	30

Performance in key areas is reported below by grade. Results for 2016-2017 TBA in late summer 2017.

	% Above	% Near	% Below
Reading			
6 th	9	36	56
7 th	10	41	50
8 th	15	47	37
11 th	15	65	20
All	12	46	42

Writing			
6 th	7	34	59
7 th	13	59	28
8 th	19	58	23
11 th	30	47	23
All	16	51	32
Listening			
6 th	7	64	29
7 th	9	71	20
8 th	13	70	17
11 th	7	76	17
All	10	70	20
Research			
6 th	10	61	29
7 th	14	58	28
8 th	16	56	28
11 th	35	57	7
All	17	58	25

2. **Met.** As of 13 March 2017, LALA has reclassified 16 of 116 EL students for a rate of 14%.
3. **Met.** During the 2017 NWEA Winter Session, 60% (239 of 400) of students with valid growth projections for MAP: Reading 6+ met their targets in grades 6-11 (high school seniors do not receive a growth target).

	6	7	8	9	10	11	Total
Met target	45/94 (48%)	40/78 (51%)	77/95 (81%)	42/64 (66%)	25/57 (44%)	10/12 (83%)	239/400 (60%)

In terms of percentile rank, only the middle school grades (6-8) do not have 50% of its students in at least the average range (defined by NWEA as the 41st percentile), although 48% of 8th graders have achieved at least this mark. Students' percentile rank in reading is reported by range and grade below (Note: no normative standards have been established seniors):

	Low <21	Low-Avg 21-40	Avg 41-60	High Avg 61-80	High >80
6 th	40%	25%	22%	10%	2%
7 th	39%	27%	14%	16%	4%
8 th	23%	28%	23%	13%	12%

9 th	30%	22%	20%	17%	11%
10 th	21%	15%	32%	24%	8%
11 th	6%	13%	21%	29%	31%

Similarly, 65% (221 of 338) met their targets for MAP: Language 2-12. Rates by grade are reported below:

	6	7	8	9	10	11	Total
Met target	44/94 (47%)	32/78 (41%)	79/94 (84%)	31/62 (50%)	28/42 (67%)	7/8 (88%)	221/338 (65%)

In terms of percentile rank on the language assessment, only grades 6, 7, and 9 do not have 50% of their students in the 41st percentile or above. Percentage of students in each percentile band are reported below by grade:

	Low <21	Low-Avg 21-40	Avg 41-60	High Avg 61-80	High >80
6 th	40%	22%	25%	11%	1%
7 th	47%	22%	19%	8%	4%
8 th	22%	26%	21%	20%	10%
9 th	34%	25%	16%	13%	12%
10 th	27%	13%	25%	22%	13%
11 th	10%	23%	19%	27%	21%

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in English/Language Arts Literacy through....

1. Challenging content lessons reflecting CCSS
2. Prescriptive and diagnostic software

ACTUAL

1. Leadership teams at the middle and high schools review and comment on weekly lesson plans, which must address the Common Core standards and use

3. Comprehensive intervention support through tutoring and digital content
4. All teachers will have demonstrated subject area competency and will have completed
5. A broad course of study as outlined by our charter
6. 3 additional instructional aides added to the classroom
7. Small class sizes (28 or less)
8. Accelerated Reader to diagnose and improve reading levels
9. IXL online to diagnose and improve Math and English Skills

- adopted Common Core instructional materials.
2. LALA provides teachers access to the web-based Smarter Balanced Academic Consortium (SBAC) interim comprehensive and block assessments, which can be used for diagnostic purposes. ELA teachers at the middle and high schools use the web-based McGraw-Hill StudySync curriculum, which allows for differentiation and personalized learning.
3. Both the middle and high schools offer intervention or universal access periods during the school day, where students receive intervention and tutoring. The middle school uses the web-based program Achieve3000 for ELA intervention.
4. All teachers have demonstrated subject area competency. All teachers have completed, are completing, or are within the grace-period to enroll in an induction program.
5. LALA offers instruction in the areas of study as outlined in the E.C. Section 51220 and 51210, as applicable: English, social sciences, foreign languages, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. LALA also offers a number of social justice themed courses at the high school that address our social justice mission (as articulated in its charter).
6. After an analysis of staffing needs, only two additional instructional aides were added to the middle school.
7. All classes have less than 28 students, with the exception of P.E.
8. Neither the middle nor high school use Accelerated Reader. The middle school uses Achieve3000 in place of Accelerated Reader to diagnose and improve reading levels.
9. IXL is no longer used to support English language development. At the middle school, it has been replaced with Achieve3000.

Internal Assessments:
 Students will take NWEA Fall, Winter, and Spring. Baseline data was established in Spring 2015. Year one goal is that 65% of students will meet their RIT growth target.

Both middle and high school have completed the NWEA Fall and Winter Testing Sessions. They are scheduled to administer the Spring assessments in May 2017.

BUDGETED

Certificated employees (includes teachers, administrators, and all other certificated): \$2,620,312

Books, instructional materials, educational software: \$70,742

Non-capitalized equipment: \$30,000

Classified salaries, including instructional aides, classified supervisor and administration, clerical and office, classified other, EXCLUDES maintenance/grounds [included in Basic Services Goal budget]: \$317,289

ESTIMATED ACTUAL

Certificated salaries (1000): \$2,582,283

Employee benefits (3000): \$918,021

Approved textbooks and core curricula materials (4100): \$82,300

Books and other reference materials (4200): \$10,000

Educational software (4320): \$55,753

Non-capitalized equipment (4400): \$160,311

Classified salaries (2000) excluding maintenance/grounds (2930): \$360,916

Student assessment (5878): \$10,128

Expenditures

Action

2

PLANNED

EL Support:

- (MS Only) ELD teacher was hired to teach two sections of ELD and co-teaches in three classes where EL students are clustered
- (MS and HS) Rosetta Stone English provided for 30 minutes a day
- (MS and HS) An intervention period was

ACTUAL

- Rather than one ELD teacher, the middle school added five single semester sections of ELD to the master schedule.
- Rosetta Stone is used by the high school ELD teacher as part of a rotating station format. Rosetta Stone is not in use at the middle school but other digital resources are used, most prominently

Actions/Services

<p>built into the master schedule where EL students are clustered and additional direct ELD instruction by our ELD teacher</p> <ol style="list-style-type: none"> 4. (HS) English 9 teacher has an ELD period 5. (MS and HS) Paraprofessionals added for push-in support 	<p>BrainPop ESL.</p> <ol style="list-style-type: none"> 3. For middle school, see #3 of Action 1 above. For high school, ELA 9 teacher has been assigned an ELD class for intervention purposes 4. See #3 above. 5. See Goal 1, Action 1, #6
<p>BUDGETED</p> <p>Full time ELD teacher: included in Goal 1 Budget (Certificated Salaries)</p> <p>Rosetta Stone (included in above instructional supplies budget item)</p> <p>Paraprofessionals for ELD support (included in instructional aides budget above)</p>	<p>ESTIMATED ACTUAL</p> <p>Expenses included in action 1 budget items above</p>

Expenditures

ANALYSIS

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

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

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

LALA fully implemented the planned actions for this goal, digressing from the plan only when it was strategic to do so (e.g. the change from Accelerated Reader to the more adaptive Achieve3000). Action 1 centers on leveraging the power of digital resources during instruction and intervention to increase student literacy. LALA has taken great strides in implementing this action, having adopted core and supplementary digital ELA curriculum. Additionally, the action calls for LALA to monitor student progress by way of NWEA's MAP assessments, which LALA has administered exactly for this purpose. The core of action 2 lies in supporting EL students by: 1) increasing the number of paraprofessionals available during regular instruction and 2) providing additional instructional ELA minutes. LALA has been successful in providing both these services for EL students.

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

The data suggest that the implemented actions have been effective. LALA students have met their growth targets in the latest winter NWEA test session; likewise, LALA's EL reclassification rate is projected to be past the expected benchmark. Program data from Achieve3000 indicate that students are improving upon their reading levels. While LALA did not meet the CAASPP benchmarks, these assessments were completed before the implementation of these actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted and estimated actual expenditures are the result of omitted labor costs in the original budget and heavy investments in instructional technology. First, the estimation of faculty, administrator and other certificated employees' compensation included only salaries and not benefits. Additionally, the cost of classified employee salaries and benefits were slightly higher than originally expected due to the increase in instructional aides and paraprofessionals. Second, the school's purchase of enough laptop computers to achieve a 1:1 student to computer ratio was not included in the previous budget. The school accompanied these technological improvements with new curricula and supplementary materials meant to leverage their strengths: e.g. StudySync, Achieve3000, BrainPop, Virtual Job Shadow, etc. Many of LALA's 2016-2017 actions were dependent on digital and electronic resources, making these investments a core component of the school's efforts.

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

Despite progress on internal measures, the California School Dashboard indicates that LALA's ELA performance is a concern, meriting an orange indicator. Until a change in this accountability measure, LALA will continue this goal, represented in the new LCAP as Goal 4 (see p. 72). The metrics will remain the same and be expanded to include other available data on students' ELA performance. However, the performance of LALA's subpopulations merits greater attention. A subgroup analysis of the dashboard's ELA indicator shows that our EL students perform at the more concerning red level. The actions and metrics associated with EL students are now a separate goal focused on the performance of all of LALA's significant subpopulations. This is Goal 3 in the new LCAP (see p. 62).

Annual Update

LCAP Year Reviewed: 2016–2017

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

<h2 style="margin: 0;">Goal 2</h2>	<h3 style="margin: 0;">TO INCREASE ACHIEVEMENT IN MATH NUMERACY</h3>
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP/SBAC Math: 22% will meet or exceed standards in Math
2. NWEA Math: 60% will meet growth targets in Math with students meeting the 50th Percentile nationwide

ACTUAL

1. **Not met.** 2015-2016 CAASPP results indicate 13% of LALA students met or exceeded math standards.

	% Exceeded	% Met	% Near Met	% Not Met
6 th	6	13	24	57
7 th	3	8	36	53
8 th	6	5	34	55
11 th	0	11	31	57
All	4	9	32	55

Performance in key areas are reported by grade in the table below. Results for 2016-2017 TBA.

	% Above	% Near	% Below
Concepts & Procedures			
6 th	10	26	64
7 th	4	29	67
8 th	5	32	63

11 th	2	22	76
All	5	28	67
Problem Solving			
6 th	4	43	53
7 th	6	33	61
8 th	5	60	35
11 th	9	47	43
All	6	46	49
Communicating Reason			
6 th	7	59	34
7 th	5	55	40
8 th	6	69	25
11 th	4	50	46
All	6	59	35

2. **Not met.** During the 2017 NWEA Winter Session, 59% of students with valid growth projects met their targets (234 of 395).

	6	7	8	9	10	11	Total
Met target	44/94 (47%)	78/40 (51%)	66/95 (69%)	38/64 (59%)	39/54 (72%)	7/10 (70%)	234/395 (59%)

In terms of percentile rank, only the grades 10 and 11 have 50% of their students above the 41st percentile. Percentage of students in each percentile band are reported below by grade:

	Low <21	Low-Avg 21-40	Avg 41-60	High Avg 61-80	High >80
6 th	56%	28%	10%	5%	1%
7 th	50%	20%	13%	11%	6%
8 th	34%	25%	16%	13%	11%
9 th	45%	26%	17%	8%	4%
10 th	29%	14%	24%	17%	16%
11 th	19%	21%	17%	19%	25%

[ACTIONS / SERVICES](#)

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

PLANNED

Students, including all significant subgroups, will meet or exceed targets for growth once set by the on the CAASPP statewide assessment in Math through:

1. Challenging content lessons reflecting CCSS
2. Prescriptive and diagnostic software
3. Comprehensive intervention support through tutoring and digital content
4. Additional instructional aides added to the classroom (see Goal 1)
5. IXL online to diagnose and improve Math and English Skills
6. Addition of West-ED PD for Math (see PD Goal below)

ACTUAL

1. Leadership teams at the middle and high schools review and comment on weekly lesson plans, which must address the Common Core standards, and use adopted Common-Core materials.
2. LALA provides teachers access to web-based SBAC interim comprehensive and block assessments, which can be used in a diagnostic manner. At the high school, math students use the digital content that accompanies the site's math curriculum, Carnegie Learning. At the middle school, students use Math ALEKS in math courses to supplement the site's adopted math curriculum, Math Links.
3. Both the middle and high schools offer periods during the school day where students receive academic intervention and academic support in math. Both sites use Math ALEKS for this purpose.
4. See Goal 1, Action 1, #6.
5. For these purposes, LALA uses Math ALEKS instead of IXL.
6. LALA has focused a great deal of its professional development resources on improving math instruction and student math performance. At the middle school, the Center for Math and Teaching (CMAT) conducted two rounds of intensive lesson studies (one in each semester) as well as training on the instruction and creation of performance tasks. At the high school, Carnegie Learning provided professional development to support math instruction and the implementation of curriculum.

LALA has completed the NWEA fall and winter assessments and is scheduled to administer the spring assessments as well. Both site leadership teams and teachers alike use data to inform instructional decisions and programs.

Based on year one’s baseline data, LALA will determine a reasonably ambitious goal for NWEA. Expected goal for year 1 is to achieve 60% or higher of students performing at the national grade level norm. Fall and Winter test results will show trends in the classroom and the NWEA learning continuum will provide goal ranges and focus areas for specific students.

Expenditures

BUDGETED
See Goal 1 Budget

ESTIMATED ACTUAL
See Goal 1 Budget

ANALYSIS

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

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

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

LALA has implemented the planned action for this goal to a large extent, digressing from the plan only when it was strategic to do so (e.g. the change from IXL to the more rigorous and adaptive Math ALEKS). The core of this goal’s action is to leverage the power of digital resources during instruction and intervention to increase math performance. In this respect, LALA has done well, having adopted core and supplementary math curriculum with digital components. As planned, LALA also monitors students’ math progress by way of NWEA’s MAP assessment.

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

LALA’s actions to meet this goal were largely effective. Although we did not have 60% of our students meet NWEA growth targets, LALA was remarkably close to doing so, missing the mark by one percent. Also, NWEA performance by class indicates higher rates of academic performance by older grades (see table reporting percentile ranks in metric 2 of this goal). This suggests greater levels of math proficiency as students’ progress through their academic careers at LALA. While we did not meet our CAASPP goals, the assessment was completed before the implementation of our planned actions. Logically, these results cannot measure our efforts’ effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures and material difference explanations for this goal were included in the budget for Goal 1. As explained in that section, LALA incurred higher than expected costs in math curriculum and supplementary materials (e.g. Carnegie Learning, Math ALEKS, etc.), though much of the observed difference comes from curricular investments in ELA.

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

LALA's internal metrics and the California School Dashboard indicate that LALA's math performance is not a pressing concern, meriting a yellow indicator. However, LALA will continue this goal, represented in the new LCAP as Goal 5 (see p. 77). The metrics will remain the same and be expanded to include other available data on students' math performance. However, the performance of LALA's subpopulations merits greater attention. A subgroup analysis of the dashboard's math indicator shows that our EL, socioeconomically disadvantaged, and Hispanic students all perform at the more concerning red level. A goal and planned actions focused on the performance of all of LALA's significant subpopulations has been included in the new LCAP as Goal 3.

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 3

COLLEGE AND CAREER READINESS

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 2015-16 AP Passage Rate
2. AP Participations Rate
3. A-G Passage rate: (Increase by 1% annually)
4. ADA > 95%
5. Retention Rate: 5%
6. Promotion Rate: 95%
7. 90% high school graduation rate
8. 55% of high school graduates accepted into four-year university (increased 5% annually)
9. Implement a successful system of tracking and increasing college graduation rate (TBD)
10. 5% or lower suspension rate
11. 1% or lower expulsion rate
12. Broad course of study offered (Art, Foreign Language, and Music)
13. Number of Career and Technical Education courses

ACTUAL

1. **No metric.** Of the 76 total AP exams taken in 2015-2016, 15 were passed with a scored with a score of 3 or better for an AP passage rate of 35%.
2. **No metric.** Of 261 high school students, 43 took at least one AP test (76 exams in total) for a participation rate of 16% in 2015-2016.
3. **No metric.** Of the 52 current seniors, 42 are on track to graduate having met A-G requirements, for a rate of 81%.
4. **Met.** As of February 2017, LALA has maintained at least 95% ADA.
5. **Not met.** LALA retained 30% of all high school students: 19% of its juniors, 54% of its sophomores and 45% of its frosh students.
6. **Not met.** LALA promoted 70% of all high school students: 81% of its juniors, 46% of its sophomores and 55% of its frosh students.

7. **Not met.** Using the reported figures below, the 2015-2016 cohort had 49 graduates from a total of 67 students, resulting in a 73% graduation rate.

CATEGORY	COUNT
GRADUATE	49
DROPOUT	13
STILL ENROLLED	5
NOT FROM COHORT	7

8. **Not met.** In 2015-2016, 24 of 52 (46%) graduating seniors were accepted to a four-year university.
9. **Not met.** The implementation of the system was slowed by changes in staffing to the high school's college and career center and counseling department.
10. **Met.** LALA has nine of its 529 students this year for a rate of 1.7%. All suspensions were at the middle school.
11. **Met.** LALA has not expelled any students during the 2016-2017 academic school year.
12. **Met.** LALA offers a broad course of study, providing instruction as outlined in the E.C. Section 51220 and 51210, as applicable: English, social sciences, foreign languages, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. LALA also offers a number of social justice themed courses at the high school that address its social justice mission (as articulated in the school charter charter).
13. **No metric.** LALA offers a number of Career Technical Survey of high school master schedule shows four CTE courses:
- Physics 9: Engineering, Geometry with Physics
 - English 9: Language Takes the Stage
 - World History By Design
 - The Technology of Biology

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none">1. Students will have access to AP classes in core subjects, where teachers are trained in delivering content instruction and adjust as needed in response to analysis of student data2. Maintain 100% completion rate of A-G requirements through academic/college counseling and personalized scheduling3. Maintain high ADA, including intervention for absent students as necessary4. Student retention, promotion, and high school graduation will be increased through support, college-ready pathways, and remediation and intervention as deemed necessary5. School will increase percentage of high school seniors accepted to four year universities through continued implementation of the following:<ol style="list-style-type: none">a. Extensive Outreachb. Workshops and College Fairsc. Mandatory college application processd. College visits6. Expulsions will be maintained at a rate of less than 1% and suspensions will be reduced through alternatives to suspensions as outlined by LAUSD7. Every year Assistant Principals attend LAUSD alternatives to suspension trainings. At least six teachers will attend	<ol style="list-style-type: none">1. LALA offers AP classes in all of its core content areas (English, math, science, history). In 2016-2017, they offered: AP Computer Science Principles, AP English Language, AP English Literature, AP European History, AP Spanish Language, AP Studio Art: 2-D Design, and AP United States History.2. To support students' fulfillment of their A-G requirements, LALA high school provides a College and Career Center, a counselor, a faculty advisor, and flexible intervention and lab periods.3. Among other purposes, LALA implements a multi-tiered system of support (MTSS) to address student truancy and absenteeism. The core of Tier I interventions relies on the school-wide PBIS system (see #6 of this action below). Tier II interventions for attendance and other behavior problems centers on support services from counselors. Tier III of LALA's MTSS convenes a Student Success Team (SST), a problem-solving group that brings a student's teachers, family, and support providers together to collaborate on finding solutions to student barriers to success.4. Many of LALA high school's supports for students' completion of their A-G requirements also exist to improve outcomes related to retention, promotion and graduation (see #2 above). The middle school also provides similar support in the form of universal access periods, a homeroom advisor, and a counselor.5. LALA promotes a college attendance through a number of initiatives. Both the middle and high schools provide programs of college field trips, workshops that address

- non-crisis intervention training
8. Continuation of We-Tip program for students, families and all community members to anonymously alert school administrators of potential for new conflicts
 9. School-wide Positive Behavior Intervention Support
 10. Ripple-Effects software used as an alternative to suspension
 11. Implementation of the following interventions prior to pupil expulsions:
 - a. Problem solving/contracting
 - b. Restitution
 - c. Mini-courses
 - d. Parent supervision in school
 - e. Counseling
 - f. Community service
 - g. Appropriate in-school alternatives
 - h. Behavior monitoring
 - i. Alternative programming
 - j. Coordinated behavior plans for every student
 12. Provide a broad course of study
 - a. Self expression: music and art (After School All-Stars and YPI)
 - b. Psychic development: Charter education through advisory classes, mathematics, Languages (native and foreign)
 - c. Preparation for Adult Life: Social Sciences and sciences
 - d. Practical considerations: Internships, community service hours
 13. Director of Student Support Service
 14. HS Principal and College Counselor attended NACAC (National Association for College Admission Counseling)

- college-related issues and career and college fairs. At the high school, LALA promotes college attendance even further with the College and Career Center, a day dedicated to mandatory application to colleges and providing support for the PSAT, SAT and ACT.
6. The school has implemented a system of school-wide positive behavior interventions and supports (PBIS) to minimize the need for both suspensions and expulsions. The purpose of PBIS is preventative, aiming to create a school climate where appropriate behavior is the norm. This comprises the first of three tiers in LALA's discipline plan. Tier II and Tier III behavior management strategies move away from traditional punitive measures toward more restorative approaches, including a reliance on alternatives to suspension and expulsion. These alternatives include (but are not limited to):
 - Convening a Student Success Team
 - Problem-solving/contracting
 - Mini-courses
 - Parent Supervision in school
 - Counseling
 - Community Service
 - Appropriate in-school alternatives
 - Behavior monitoring
 - Alternative programming
 - Coordinated behavior plans
 - Use of Ripple-Effects software
 7. At the end of the 2015-2016 school year, LAUSD provided an in-service to site leadership teams on classroom management and alternatives to suspension. No faculty or staff have attended non-intervention crisis training this year; however, a number of teachers, aides, and administrators have been previously trained.
 8. We Tip, an anonymous crime reporting hotline, is in use at both the middle and high school for the 2016-2017 school year.

15. SES- Supplemental Education Services
 16. After-school and summer tutoring, enrichment, music/arts offerings by After-School All Stars (MS) and YPI (HS)

9. See #6 of this action above.
 10. See #6 of this action above.
 11. See #6 of this action above.
 12. See update regarding metric #12 of this goal above.
 13. LALA employs a Director of Student Support Services to coordinate service provision for special student populations, including those identified as having learning disabilities and as gifted.
 14. Mid-year changes to counseling department personnel have disrupted specific training plans to attend NACAC. However, the current counselor received training via other means: e.g. CSU conference, A-G articulation conference and several college counselor workshops.
 15. SES provides funding for academic support and intervention during summer or after school.
 16. LALA continues to offer an after-school program that offers enrichment and academic support through the Youth Policy Institute (YPI) at the high school and After School All-Stars (ASAS) at the middle school.

BUDGETED

K-8 Counselor (Budgeted in certificated salaries)

AP teacher summer training (paid for by College Board Scholarship)

College Readiness Expense: \$14,997

Naviance, \$700 WE-Tip (included in Educational Software, Goal 1 Budget) (Dues & Membership)?

Full time Art teacher (budget in Certificated salaries)

ESTIMATED ACTUAL

College readiness expense (5813): \$16,636

We Tip / Dues and memberships (5300): \$700

Everybody Loves Music / Consultants – Instructional (5815): \$19,170

Expenditures

AP Art teacher (see Goal 1 Budget)

Free after-school music program-Everybody Deserves Music

ANALYSIS

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

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

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

Overall, LALA has fully implemented this goal's action. Part of the action focuses on providing students services and programs that support college attendance. LALA provides this in the form of counselors, college field trips and fairs, test prep, advisors, and access to a college-ready curriculum and AP classes. Another part of the action focuses on implementing processes that ensure a school climate conducive to academic success. LALA has accomplished these planned actions by implementing a school-wide PBIS program, a school safety plan, an after-school program, and MTSS.

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

In terms of the maintaining a school climate, LALA's actions have been effective. The California School Dashboard shows LALA's suspension rate indicator (which is based on last year's data) at an orange level. However, projections based on internal data from this year indicate a lower suspension rate this year (see metric 11 of this goal). Similarly, LALA is expected to meet its student attendance goal. However, it is more difficult to see the effectiveness of LALA's actions to increase college readiness and attendance in the data. While metrics do not show a clear improvement, LALA's actions must be seen as fundamental and necessary to any larger effort promoting college attendance. Many LALA students and their families have little to no experience with college or navigating the application process. Without LALA's efforts to expose and guide them through these issues, students might not otherwise know about or be equipped to handle them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between the budgeted expenditures and estimated actual expenditures is a result of the after school music program's cost, which was mistakenly listed as a no cost program in the initial budget.

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

The California School Dashboard indicates that student graduation rates (as a requisite step to being college ready) and suspension rates (as a measure of a school's climate) are issues. As such, these concerns from the current goal will continue on in the new LCAP. However, the goal has been divided into two goals to distinguish between separate (but related) issues of college readiness and school climate. Those metrics and actions related to college readiness have been incorporated into a goal regarding the conditions of teaching and learning since the programs and services provided to help students access college cannot be separated from those intended to help students be prepared for college. This is Goal 1 in the new LCAP (see p. 39). Likewise, those metrics and planned actions related to school climate have been incorporated under Goal 2 in the new LCAP, which address the social and physical conditions of the school (see on p. 51).

Annual Update

LCAP Year Reviewed: XXXX-XX

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

<h2>Goal 4</h2>	<h3>PROFESSIONAL DEVELOPMENT</h3>
---------------------	-----------------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Number of PD Opportunities (2 per month)
2. Teacher Satisfaction Survey Results
3. Collectively Bargained teacher evaluation process

ACTUAL

1. **Met.** LALA reserves a weekly block of roughly 100 minutes each Wednesday for professional development and collaboration purposes.
2. **No metric.** The leadership team regularly surveys the faculty regarding the effectiveness of professional development, most commonly at the conclusion of each session. The LALA-LAUSD benchmark agreement that was part of our successful 2016 charter renewal petition stipulates that PD satisfaction surveys should be conducted monthly.
3. **Met.** LALA reached agreement on a collectively bargained teacher evaluation process with its teachers' union, LALA United.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none">1. Continue the implementation of collectively bargained teacher evaluation process, adding depth and complexity and differentiation.2. Continue implementation of professional development timeline/plan to address faculty's needs and to differentiate based on teacher effectiveness data<ol style="list-style-type: none">a. Identify areas for growth and development where stakeholders can work on creating and developing effective evaluation tools around stated goals and objectives reflecting rigorous academic instructionb. Provide opportunities to send teachers to CCSS content specific professional developments3. School-wide professional development<ol style="list-style-type: none">a. Lessons will be designed and implemented to reflect standards based instruction in alignment with the latest state board adoptions across all core contentb. Continue professional development activities initiated in 2014-15 focused on CCSS	<ol style="list-style-type: none">1. Site leadership continues to evaluate teachers using the collectively bargained Marshall Evaluation Tool, which considers depth, complexity and differentiation as important to effective teachers' practice.2. The leadership team has developed a school-wide faculty professional development plan to address areas of need identified from teacher feedback, student performance data and program outcomes. The school has also provided teachers with opportunities to attend content-specific CCSS professional development.3. Among other issues, the school-wide PD plan (see #2 above) has addressed strategies and practices that would bring teachers' lessons into greater alignment with state adopted standards (e.g. the ELD framework). This plan represents a continuation of the school's focus on the full implementation of the Common Core that began in the 2014-2015 school year. Although a vertical and across content curricular plan to support literacy, writing and math standards has not been developed, teachers (especially within grade levels) often collaborate to support these skills across content. In fact, the 6th grade integrates course content to foster this, with one teacher providing English-history instruction and another providing math-science instruction. The Curriculum Council has initiated preliminary efforts at a developing a plan, exploring the possibility of asking LALA to adopt a technology skills scope and sequence plan that would support students' mastery of the CCSS.4. The AP art teacher has attended this professional

<ul style="list-style-type: none"> c. Develop a vertical/across content curricular plan for literacy, writing and math content standards through a committee of teacher leaders and administrators 4. AP Art Institute 5. CMC Conference for Math 6. NGSS Training- LACOE funded 7. Innovation Lab- NCLR funded 8. West-Ed for Math 9. Training on MathLinks curriculum 10. Training on Carnegie curriculum 11. Training on developing performance tasks 12. Admin PD through CCSA 	<ul style="list-style-type: none"> development. 5. A number of math instructors and administrators from both sites attended the California Mathematics Council's yearly conference. 6. The high school leadership team and science teachers attended a workshop on the rollout of the new science framework rollout and the implementation of NGSS. 7. Funding for the Innovation Lab supported a small after school technology/engineering program; however, funding for the project has been used. The 3-D printer associated with the program has been moved to the CTE Physics By Design course. 8. See #6 of Action 1, Goal 2. 9. See #6 of Action 1, Goal 2. 10. See #6 of Action 1, Goal 2. 11. In 2016-2017, LALA faculty received training on the development of performance tasks for MathLinks and Carnegie Math. 12. For PD purposes, leadership team members from both sites attended the California Charter School Association's Conference in the spring of 2017.
<p>BUDGETED</p> <p>School-wide professional Development (Common Core): \$64,000</p>	<p>ESTIMATED ACTUAL</p> <p>Professional development (5863): \$64,000</p> <p>Travel and conferences (5200): \$20,000</p>

Expenditures

ANALYSIS

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

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

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

LALA has generally implemented the action listed for this goal. The core of the action centers on the continuation of a school-wide professional development program, which LALA has maintained. Points of departure exist but are strategic: for example, rather than pursue additional math professional development through West Ed (#8 of the action above) or separate training on performance tasks (#11 above), LALA chose to accomplish this with the developers of their math curriculum (Carnegie Learning and

Center for Mathematics and Teaching for the high school and middle school, respectively).

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

It is difficult to gauge the effectiveness of LALA's actions to provide professional development with the current metrics. They only indicate whether or not there is a program in place and the extent of the faculty's approval. On these two measures, LALA has done reasonably well. However, data from site leaders' classroom observations indicate that strategies and practices developed during professional development are being implemented in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted and estimated actual expenditures is a result of the omission of the travel costs (e.g. mileage reimbursements, food, lodging) associated with attending professional development workshops and conferences.

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

It is difficult to understand professional development as an end goal in itself; rather, it is the means to improve student outcomes. As such, this goal and its actions have been incorporated when appropriate into the new LCAP's broader and more encompassing goals focusing on instruction of state standards (Goal 1), school climate and the provision of supplementary support services (Goal 2), the support of student subpopulations (Goal 3) and the improvement ELA performance (Goal 4) and math performance (Goal 5).

Annual Update

LCAP Year Reviewed: XXXX-XX

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

<h2>Goal 5</h2>	<h3>BASIC SERVICES</h3>
---------------------	-------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Passing score on Insurance Site Inspection Lists
2. LCAP Parent Survey results
3. Positive feedback from random Fire Department walkthroughs
4. 90% or higher Health Department inspections 2015-2016
5. Increase technology (security, instruction)

ACTUAL

1. **Met.** LALA received an insurance inspection and a list of recommended repairs for both sites from our insurance provider in August 2015. LALA promptly addressed those concerns in September 2015. However, LALA has not conducted an insurance site inspection for the 2016-2017 academic school year
2. **No metric.** LALA has conducted its 2017 Parent LCAP Survey. The results indicate an overwhelmingly positive evaluation of the school's physical conditions and basic services. Survey results are available upon request.
3. **Not yet met.** The L.A. Fire Department cited the landlord of the middle school's campus for fire/life safety violations during a January 18, 2017 inspection of its sister organization, Los Angeles Leadership Primary Academy (LALPA), who shares the same site. Two compliance items were given: 1) "remove gate/door

installed near main office” and 2) “apply for a Division 4 Fire Permit or renew your existing Permit, classification (F-584).” The Plant Manager has already complied with the first request.

4. **Not met.** While a Health Department inspection of the high school site yielded a score of 96, a similar inspection of the middle school campus resulted in a score of 84. While this score relates to a site inspection of LALA’s sister organization, LALPA, the two schools share the same site.
5. **No metric.** LALA has increased technology security by having implemented protocols and procedures that ensure security of both informational systems (e.g. FERPA, CIPA, and COPPA compliance; maintenance of content filters; installation of security software like Faronics) as well as the school’s physical infrastructure and hardware (e.g. implementation of laptop security protocols; purchase of additional Bretford carts for storage of laptops). LALA has also increased instructional technology by increasing the student to computer ratio to accommodate 1:1 instruction, increasing campus bandwidth from 100 Mbit/s to 1 Gbit/s, offering Google educator certifications to teachers, and piloting the use of the Google Education Suite at the middle school.

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

PLANNED
 Site operations manager will assess maintenance needs and identify items requiring attention in the following ways:

ACTUAL

1. Daily morning walk-through of the building to ensure safety and security prior to opening of the building (ie. Water spills, graffiti checks, broken windows, etc)
2. Weekly meetings with Plant Manager to go over facilities requests submitted by staff members
3. Monthly official, documented building inspections using the Insurance Co. checklist
4. Annual walk-throughs with our Insurance provider, feedback, and follow-up visits will ensure safety and compliance and maintain our insurance rate (Correct all areas identified in need of repair or replacement)
5. Positive feedback from Fire Marshall during random walkthroughs which happen approximately on a quarterly basis
6. MS and HS installation of security cameras
7. MS Installation on PA system
8. Review and update school safety plan
9. Red Cross and NCI training
10. PBIS Plan
11. Addition of three-part IT clerks

1. Before opening the campus to students, the assistant principal (or their staff designee) at each site conducts a walk-through survey of the campus to ensure the site's safety and security.
2. LALA has tasked each site assistant principal with managing facilities and collaborating with the Plant Manager to ensure that teachers' facility and repair requests are met in a timely fashion. LALA has also instituted School Dude, a digital facilities management platform, to structure these efforts.
3. LALA tasks each site assistant principal with overseeing the maintenance of each campus. Documentation regarding building inspections is available by request through each site lead.
4. LALA completed a satisfactory annual walk-through with our insurance provider in September 2015; however, LALA has not yet conducted an insurance site inspection for the 2016-2017 academic school year.
5. See metric #3 from this goal above.
6. Both the middle and high school completed installation of security camera systems during the first semester of the 2016-2017 school year. Surveillance footage has already been used to resolve a number of campus incidents.
7. The middle school has installed a PA system.
8. A school safety plan has been developed but has not been updated since the end of the 2015-2016 academic school year.
9. A number of faculty and staff have basic first aid/CPR certification for the 2016-2017 academic school year. No faculty or staff have attended non-intervention crisis training this year; however, a number of teachers, aides, and administrators have been previously trained.
10. See #6 of Action 1, Goal 3.
11. LALA has a total of five IT clerks (both paid and volunteer) to provide technical support—three at the

Expenditures

	high school and two at the middle school.
<p>BUDGETED</p> <p>Assistant Principal, IT clerks, instructional aide (included in Certificated and Classified Salaries Goal 1 Budget)</p> <p>Other classified-Maintenance/grounds: \$142,503</p> <p>Repairs and Maintenance – Building \$11,115</p>	<p>ESTIMATED ACTUAL</p> <p>Other classified – maintenance/grounds (2930): \$145,087</p> <p>Repairs and maintenance – building (5615): \$2,115</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The core of the action calls for the establishment of processes that ensure the security and safety of each school campus; for the most part, LALA has fully implemented its plan. The school has adopted PBIS and school safety plans and put various security and safety measures into operation; however, the school is still addressing some of the issues raised by these established processes (e.g. compliance items in #4 and #5 above related to site inspections). This goal's action also has a focus on increasing technology for the school. LALA has done extremely well in this respect, achieving a 1:1 computer to student ratio.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While LALA has not met all the metrics associated with this goal, the school's implemented plan has been effective in identifying areas in need of improvement. LALA's technology improvements have been very effective, providing the school the capacity to deliver digital content and to develop student technology skills that are complementary to the Common Core standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no material difference between the budgeted and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Site inspection metrics indicate that the focus of this goal will need to be continued in the new LCAP. However, this goal regarding basic services has been combined with Goal 6 (parent involvement) and related items from Goal 3 (college readiness) into a new goal that more fully articulates a vision for the social and physical conditions of LALA. This can be found as Goal 2 in the new LCAP (see p. 51). The metrics listed above will continue on in the new goal.

Annual Update

LCAP Year Reviewed: XXXX-XX

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

<h2>Goal 6</h2>	<h3>PARENT INVOLVEMENT</h3>
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. LCAP Survey results (80% stakeholder satisfaction)
2. 3 or more activities or events per semester providing information and seeking stakeholder input

ACTUAL

1. **Met.** 93.3% of LCAP parent survey respondents agree with statement "LALA communicates with parents and families and involves them in the life of the school community and its decisions."
2. **Met.** LALA has hosted a number of activities and events that have provided information or sought input from stakeholders. The school has had at least two such events every month since August 2016.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Increase connectedness to school by students, families, and community as measure by a 80% Stakeholder satisfaction rate through:

1. Continued implementation of after-school programs (After-School All-Stars and YPI), family and community outreach and other programs integral to school operations
 - a. Annual Stakeholder satisfaction surveys identifying focus areas
 - b. Addition of two family services coordinators
 - c. Parent communication through various pathways: website, teacher websites, Google email, newsletter, and Phone Blasters
2. Monthly parent workshops that foster knowledge within the various systems used by the schools and regarding college readiness and preparedness
3. Parent feedback on LCAP annual update
4. School will provide opportunities for parent involvement through the Parents in Action (PIA) as well as monthly workshops that foster knowledge regarding the various school systems
5. Parent attended CCSA Advocacy Day in Sacramento
6. Thanksgiving community event
7. Fall Festival
8. K-12 Parent Social
9. Parent Summit

ACTUAL

1. LALA has continued to provide a number of after-school programs, including partnerships with After School All Stars (ASAS) and Youth Policy Institute (YPI) and a school-sponsored sports and athletic program. A program of community and family outreach supported by the primary school's Family Outreach Coordinator; the high school principal directs a similar outreach program.
 - a. Leaders analyze data from annual stakeholder surveys, forums, and other collection methods to identify areas of focus and need
 - b. After an analysis of staffing and the budget, LALA determined that funds were best used for other needs. The primary school's family coordinator supports the middle school's outreach efforts.
 - c. LALA communicates with parents through various means, including (but not limited to): phone calls, the school website, email, newsletter, printed announcements, Parent Square, etc.
2. LALA involves parents by hosting a parent-teacher council, soliciting feedback on the LCAP update, and also providing workshops and opportunities that address academic preparedness, readiness, and similar concerns.
3. In addition to the annual stakeholder LCAP survey, LALA offers a number of opportunities to parents and community members to offer input (e.g. Coffee with the Principal, public comment time during Board of Directors' and other committee meetings).
4. See #2 above.

	<ol style="list-style-type: none"> 5. In partnership with CCSA, LALA supported parents' participation in the CCSA Advocacy Day in Sacramento this spring 2017. 6. LALA hosted its annual Thanksgiving community event on November 17, 2016. 7. LALA hosted its annual Fall Festival on October 28, 2016. 8. The annual K-12 Parent Social is an event that brings parents from LALA's middle school and high school together with parents from LALA's sister organization, Los Angeles Leadership Primary Academy in hopes of recognizing outstanding parent supporters and fostering greater intra-organizational collaboration. It is scheduled for May 2017. 9. The Parent Summit is a parent-focused conference hosted by LALA that aims to improve our families' abilities to support their students by providing workshops and introducing them to available service providers. The event is scheduled for May 2017.
<p>BUDGETED</p> <p>Two part-time family service coordinator (Budgeted classified salaries Goal 1)</p> <p>Family Outreach, includes Parent Square and School Loop: \$7,431</p>	<p>ESTIMATED ACTUAL</p> <p>Family Outreach (5807): \$7,431</p> <p>Parent Square (5300): \$1,600</p> <p>School Loop: free</p>

Expenditures

ANALYSIS

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

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

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

LALA has largely implemented its plan regarding parent involvement—with the most significant departure being the decision to not add the two part-time family service

coordinators. However, this has not significantly impacted the effectiveness of the school's actions. The school still manages an outreach program that provides parents and community stakeholders multiple opportunities to participate in decision-making and the organizational life of LALA. Similarly, this program includes opportunities for the provision of services for our students' families.

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

Based on the identified metrics, LALA's parent involvement plan has been largely effective. LALA makes at least two activities and events available to families every month, often offering more. In addition, parents are largely satisfied with the school's efforts to involve them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between the budgeted and estimated actual expenditures.

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

While local metrics indicate that LALA has done an adequate job with parent involvement, the school will continue with this goal in the new LCAP. However, this goal regarding has been combined with Goal 5 (basic services) and related items from Goal 3 (College Readiness) above into a new goal that more fully articulates a vision for the social and physical conditions of LALA. This can be found as Goal 2 in the new LCAP (see p. 51).

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

LALA has conducted an on-going process of consultation with numerous stakeholders. First, the school considered various inputs from its recent charter renewal process, including formal input presented in the charter and informal advice like personal communications between LAUSD’s oversight team and LALA’s executive director. In addition, LALA has also conducted an on-going program of stakeholder input. Faculty and staff input is collected through a variety of means. Informally, teachers are able to share insights and concerns with school leaders during Wednesday faculty meetings or during grade-level team meetings. The school’s work culture is highly collaborative and teachers are asked for their input on a range of issues from the quality of professional development sessions to the use of curriculum. Similarly, parents are offered a number of informal opportunities to share their input, most prominently the monthly “Coffee with the Principal” forum and parent advisory groups. More formally, both teacher and parent perspectives were collected through annual LCAP surveys in the spring of 2017 and public forms and advisory committees like meetings of the board of directors and curriculum council which occur regularly throughout the year. LALA has hosted forums for parents, teachers and students specifically dedicated to LCAP input and each advisory committee has dedicated at least one of its meetings to providing LCAP inputs and feedback, oftentimes more. As for the school’s principals and other administrators, they have significant input into the LEA’s strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team and annual interviews with the LCAP coordinator.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations above have impacted the 2017-2018 LCAP in significant ways with many stakeholders relaying similar concerns and recommendations. First, the school’s charter has informed many of the assessment benchmarks used as metrics for LALA’s goals. In addition, the charter has dictated a number of the programs and processes that LALA has incorporated into its LCAP actions, including the use of NWEA’s MAP assessments to monitor student growth and the development of multi-tiered systems of support. Second, the stakeholder interests collected through LALA’s consultation process are reflected in the formulation of the new LCAP’s goals. The first goal’s focus on supporting a program of instruction that prepares students to be college-ready is the product of teacher, administrator, and parent interest in the issue. Likewise, the second goal’s focus on school culture, social justice and the assumption of a “whole school, whole community, whole child” approach arises from stakeholder desires to expand the scope of the school’s services and stay faithful to the mission of the school. Through various forums and their LCAP surveys, LALA parents and teachers have indicated that

they would like the school to further address the socio-emotional needs of the students and their development as agents of social change, in addition to their academic performance. Parents' desire to see the school offer more services to families (e.g. adult English language classes) has been incorporated as well. Similarly, the continuation of goals centered on improving LALA students' math and ELA performance (Goal 4 and Goal 5, respectively) is a consequence of stakeholder analyses of assessment data and concerns with levels of student achievement and rate of progress on these fronts. The presentation of these test results at different forums and advisory group meetings invariably resulted in a desire to address the situation from all stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA*	40%	50%	55%	60%
CAASPP Math*	13%	23%	28%	33%
Graduation rate*	73%	78%	80%	82%
HS promotion rate	70%	75%	80%	85%
A-G passage rate	81%	84%	87%	90%
College	46%	50%	54%	58%

acceptance rate				
AP participation rate	16%	19%	22%	25%
AP passage rate	35%	40%	45%	50%
ACT projection: Reading **	18%	22%	26%	30%
ACT projection: Math**	10%	14%	18%	22%
Teacher retention	92%	95%	95%	95%
Teacher assignments	100%	100%	100%	100%
Instructional materials	100%	100%	100%	100%

* Projections for future years drawn from 2016 LALA-LAUSD benchmark agreement (standards provided through 2021-2022 school year)
 ** ACT projection: percent on track to score 22 or greater on ACT, drawn from "Projected Proficiency Summary Report" in NWEA Map Reports
 Teacher assignments = percent of positions that are not mis-assigned or vacant
 Instructional materials = percent of students without access to their own copies of materials

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<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. This will include (but not be limited to):</p> <ul style="list-style-type: none"> (HS) conversion of Algebra 2 course into Integrated Math 3 (HS) offering AP Environmental Science (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and 		

<p>materials</p> <ul style="list-style-type: none"> • (HS) offering college credit psychology and law courses through Mission College (no cost) • (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.) • (MS) continued implementation of MathLinks • (HS) continued implementation of Carnegie • (HS) the use of Acellus for student acceleration/remediation • (6-12) continued implementation of ELA Study Sync curriculum 		
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BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	\$51,143	Amount	\$52,677	Amount	\$54,258
Source	LCFF All sources	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325) 	Budget Reference		Budget Reference	

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to): <ul style="list-style-type: none"> • (6-12) Google Educator, Level 1 training • (6-12) PD on HSS framework • (6-12) PD on NGSS framework • (6-12) PD on Common Core math • (6-12) PD on Common Core ELA 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$91,374"/>	Amount <input type="text" value="94,116"/>	Amount <input type="text" value="96,939"/>
Source <input type="text" value="LCFF, Title II -4035"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference

- Travel & Conferences (5200),
- Consultants – Instructional (5815)
- Professional Development (5863)

Budget Reference

Budget Reference

Action 3

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

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills needed to access the CCSS. This will include (but not limited to):

- (6-12) the use of CAASPP interim assessments
- (6-12) the implementation of a technology skills scope and sequence plan

- (6-12) the upkeep of hardware and infrastructure.
- (HS) Cognitive Tutor (math) for integrated math 1-3
- (MS) BrainPop licenses
- (6-12) StudySync
- (MS) Acellus
- (MS) Achieve3000
- (6-12) the purchase of hardware security/loss prevention measures
- (HS) the use of Albert (www.albert.io) for AP and college test prep
- (6-12) payment for internet services
- (6-12) payment for firewall and cache services

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$113,009	Amount \$116,399	Amount \$119,891
Source	LCFF All sources	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Educational Software (4320) • Technology Services (5887) 	Budget Reference	Budget Reference

Action **4**

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) the administration of NWEA MAP assessments • (6-12) the maintenance of a student information system • (6-12) examination of ALEKS data • (6-12) examination of Achieve3000 data • (6-12) examination of CELDT data • (6-12) examination of CAASPP summative and interim data • (HS) monitoring of student digital portfolios 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$27,000	Amount \$ 27,810	Amount \$28,644

Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Non capitalized equipment (4400) • Student Assessment (5878) • Student Information System (5881) 	Budget Reference		Budget Reference	

Action **5**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to): <ul style="list-style-type: none"> • (6-12) paying certificated employees' 		

- salaries
- (6-12) paying classified employees' salaries
- (6-12) providing eligible employees' their contracted benefits
- (6-12) continue collective bargaining of competitive teacher contracts

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$4,323,400	\$4,453,102	\$4,586,695
Source	LCFF,EPA -1400, Special Education -3310,6500		
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Employee benefits (3000) • Special Education Contract Instructors (5869) • Staff Recruiting (5875) • Substitutes (5884) 		

Action 6

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student’s advisor, teachers, family and other service providers to ensure healthy academic, social and emotional development. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) securing intervention and enrichment as necessary • (HS) continuing academic support from college clerk • (6-12) college field trips • (MS) implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD • (HS) ACT/SAT prep, including compulsory PSAT and PLAN • (6-12) providing college and career counseling, workshops, fairs and outreach • (HS) mandatory college application • (6-12) matching qualified students with 		

- internships, when possible
- (6-12) use of Ripples Effects for behavior support

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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$12,319	Amount	\$12,688	Amount	\$13,068
Source	Scholarship donation resource 9003	Source		Source	
Budget Reference	College Readiness Expense (5813)	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA	95%	95%	95%	95%
Suspension rate	< 1%	< 1%	< 1%	< 1%
Expulsion rate	0%	0%	0%	0%

Health Department inspections	84	> 89	> 89	> 89
Fire Department inspections	Not pass	Pass	Pass	Pass
Passing score on site inspections	Not pass	Pass	Pass	Pass
LALA is safe: Parent and student surveys	89.9%	95%	95%	95%
LALA supports whole child: Parent and student surveys	Health & well-being: 94.1% Socio-emotional: 81.5% VAPA: 89.3% Extracurricular: 90.7%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%
LALA supports social justice: Parent and student surveys	87.4%	95%	95%	95%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):</p> <ul style="list-style-type: none"> • (6-12) leasing the schools' campuses • (6-12) creating a safety committee that governs the comprehensive school safety plan • (6-12) implementation of "Crisis Manager" software • (6-12) conducting monthly safety drills • (6-12) conducting regular walk- 		

- throughs and site inspections
- (6-12) Red Cross Emergency Preparedness PD for administrative designee

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$623,160	Amount: \$641,855	Amount: \$663,111
Source: LCFF All resources	Source:	Source:
Budget Reference: <ul style="list-style-type: none"> Custodial Supplies (4315) Classroom Furniture, Equipment & Supplies (4410) Insurance (5400) Rent (5610) Repairs and Maintenance – Building (5615) 	Budget Reference:	Budget Reference:

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Implement a program of parent and community outreach that solicits feedback and participation as well as provides services, training and information. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) the continued use of electronic communication systems (e.g. Parent Square, Facebook) • (6-12) an update of the LEA website • (6-12) conducting annual stakeholder surveys • (6-12) hosting regular monthly stakeholder meetings and forums (e.g. "Coffee with the Principal") • (6-12) assisting families in need with school uniforms • (6-12) providing college support services to families • (6-12) providing family counseling services through community partners (e.g. VIP Services, Barrio Action) 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount \$10,166</p>	<p>Amount \$10,470</p>	<p>Amount \$10,785</p>
<p>Source LCFF All resources</p>	<p>Source</p>	<p>Source</p>

Budget Reference

- Uniforms (4350)
- Family Outreach (5807)

Budget Reference

Budget Reference

Action 3

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

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) PBIS rewards/field trips • (6-12) providing parenting workshops as an alternative to suspension • (6-12) using mini-courses (i.e. Ripples Effects) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$35,000	Amount \$36,050
Source	LCFF, Donation	Source
Budget Reference	Student Activities (5877)	Budget Reference

Action **4**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide access services and programs that support students' socio-emotional health and development through students' MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development's (ASCD) Whole School, Whole Community, and Whole Child		

(WSSC) approach. This will include (but not be limited to):

- (6-12) expansion of the athletic/sports program
- (6-12) providing an after-school youth program
- (6-12) PD for teachers on classroom management, trauma-informed approaches, de-escalation
- (6-12) monthly parent workshops by Barrio Action (free)
- (MS) sex health education for students and parents by Reality Check
- (6-12) participation in Adelante Youth Programs
- (6-12) participation in MOSTe program
- (MS) continuation of social justice Teach-In program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$92,822	Amount	\$92,822	Amount	\$92,822
Source	ASES 6100	Source	ASES 6100	Source	ASES 6100
Budget Reference	• ASES (4352)	Budget Reference		Budget Reference	

Action **5**

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

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

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to): <ul style="list-style-type: none"> (6-12) surveying students regarding food preferences 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$426,702	Amount: \$439,503	Amount: \$452,688
Source: Nutrition program 5310	Source: Nutrition program 5310	Source: Nutrition program 5310
Budget Reference: Student Food Services (4710)	Budget Reference:	Budget Reference:

Action **6**

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

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Implement a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction. This will include (but not be limited to):

- (MS) continuing activism teach-in program
- (HS) continuing Chavez Day of service
- (HS) social justice-themed courses including Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership
- (6-12) establishing of a social justice Civic Fair
- (HS) use of social-justice themed writing benchmarks
- (HS) piloting a “legacy project” for seniors where for students create a project as a contribution to their community
- (6-12) participation in We Day program
- (6-12) conduct of stakeholder forums

regarding social justice (also Action 2 of this goal) <ul style="list-style-type: none"> (6-12) providing college and career support (also see Goal 1, Action 6) 		
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1, Action 6	Amount 	Amount
Source LCFF All Resources	Source 	Source
Budget Reference <ul style="list-style-type: none"> College Readiness Expense (5813) Family Outreach (5807) 	Budget Reference 	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Close the achievement gap between students from significant subpopulations (i.e. EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL score on CAASPP ELA	4%	14%	19%	24%
Low income score on CAASPP ELA	40%	50%	55%	60%
SPED score on CAASPP ELA	5%	15%	20%	25%

Latino score on CAASPP ELA	40%	50%	55%	60%
Asian score on CAASPP ELA	74%	80%	80%	80%
EL NWEA met growth projection: Reading	51%	55%	59%	63%
Low income NWEA met growth projection: Reading	59%	63%	67%	71%
SPED NWEA met growth projection: Reading	60%	64%	68%	72%
Latino NWEA met growth projection: Reading	61%	65%	69%	73%
Asian NWEA met growth projection: Reading	65%	69%	73%	77%
EL NWEA met growth projection: Language	61%	65%	69%	73%
Low income NWEA met growth projection: Language	61%	65%	69%	73%
SPED NWEA met growth projection: Language	62%	66%	70%	74%

Latino NWEA met growth projection: Language	40%	44%	48%	52%
Asian NWEA met growth projection: Language	57%	61%	65%	69%
EL reclassification rate	14%	15%	18%	21%
EL score on CAASPP Math	2%	14%	19%	24%
Low income score on CAASPP Math	12%	22%	27%	32%
SPED score on CAASPP Math	2%	12%	17%	22%
Latino score on CAASPP Math	8%	18%	23%	28%
Asian score on CAASPP Math	68%	78%	80%	80%
EL NWEA met growth projection: Math	56%	60%	64%	68%
Low income NWEA met growth projection: Math	59%	63%	67%	71%
SPED NWEA met growth projection: Math	53%	57%	61%	65%
Latino NWEA met growth projection:	58%	62%	66%	70%

Math				
Asian NWEA met growth projection: Math	63%	67%	71%	75%

NOTE: All projections for future years drawn from 2016 LALA-LAUSD benchmark agreement (standards provided through 2021-2022 school year)

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS teams (see Goal 1, Action 6). This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) individual conferences with students advisors • (6-12) monitoring by the Director of Student Services • (6-12) examining available subgroup data from digital programs (see Goal 1, Action 4) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 4	Amount	Amount
Source LCFF	Source	Source
Budget Reference <ul style="list-style-type: none"> • Student Assessment (5878) • Student Information System (5881) 	Budget Reference	Budget Reference

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

Use adaptive digital content to provide differentiated instruction and intervention. This will include (but not be limited to):

- (HS) use of Rosetta Stone to support English literacy development for ELs
- (HS) Cognitive Tutor
- (MS) BrainPop ESL
- (6-12) Math ALEKS
- (MS) Achieve3000 for ELA
- (6-12) StudySync

(Goal 1 Action 5, 3)

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1 Action 5, 3	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher salaries (1100) • Classified Instructional Aide salaries (2100) • Educational Software (4320) 	Budget Reference	Budget Reference

Action 3

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide intervention, designated ELD, and similar support classes during the school day. (Goal 1 Action 5,3,1)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>Amount include in Goal 1 Action 5,3,1</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>LCFF</p>	<p>Source</p>	<p>Source</p>
<p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated teacher salaries (1100) • Classified Instructional Aide salaries (2100) • Instructional Materials (4325) • Professional Development (5863) 	<p>Budget Reference</p>	<p>Budget Reference</p>

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to): <ul style="list-style-type: none"> • (6-12) training instructional aides trained to support special subpopulations students • (6-12) hosting CELDT and reclassification workshops for parents (Goal 1 Action 5) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 5	Amount _____	Amount _____
Source LCFF	Source _____	Source _____

Budget Reference

Instructional Aide (2100)

Budget Reference

Budget Reference

Budget Reference

Budget Reference

Action **5**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):

- (6-12) conduct of Modified Consent Decree meetings
- (6-12) PD for teachers on IEPs and servicing SPED students

(Goal 1 Action 2,5)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Amount include in Goal 1 Action 2,5	Amount		Amount	
Source	Special Education 6500	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Professional Development (5863) 	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 4

Increase student literacy as measured by the CCSS

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At or above grade norm level RIT: NWEA Language*	35%	39%	43%	47%
Met growth target: NWEA Language**	58%	62%	66%	70%
At or above grade norm level RIT: NWEA Reading*	37%	41%	45%	49%

Met growth target: NWEA Reading**	60%	64%	68%	72%
Projected to meet or exceed ELA CAASPP***	18%	22%	26%	30%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(6-12) Continue to provide academic ELA support through lab/intervention/universal access periods (Goal 1 Action 5, 4)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Amount include in Goal 1 Action 5, 4		

Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Instructional Aide (2100) • Instructional Materials (4325) 	Budget Reference		Budget Reference	

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development on the continued implementation of the computer-based ELA curriculum, StudySync. (Goal 1 Action 2)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 2	Amount	Amount
Source LCFF All resources	Source	Source
Budget Reference • Professional Development (5863)	Budget Reference	Budget Reference

Action **3**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

(6-12) Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments (Goal 1 Action 4)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Amount include in Goal 1 Action 4	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Educational Software (4320) • Student Assessment (5878) 	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 5

Increase math performance and ability as measured by the CCSS

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Student performance and rates of improvement on multiple measures of mathematics performance fall below satisfactory levels. The development of mathematical abilities and thinking are central to success in school and life.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	ne2019-20
At or above grade norm level RIT:: NWEA Math*	28%	32%	36%	40%
Met growth target: NWEA Math**	59%	63%	67%	71%
Projected to meet or exceed Math CAASPP***	12%	16%	20%	24%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(6-12) Continue to provide academic math support through lab/intervention/universal access periods (Goal 1 Action 5,4)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="Amount include in Goal 1 Action 5,4"/>	Amount <input type="text"/>	Amount <input type="text"/>

Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Educational Software (4320) • Student Assessment (5878) 	Budget Reference		Budget Reference	

Action **2**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue use of Math ALEKS for math intervention (Goal 1 Action 5,4)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 5,4	Amount	Amount
Source LCFF	Source	Source
Budget Reference <ul style="list-style-type: none"> • Certificated teacher s (1100) • Educational Software (4320) 	Budget Reference	Budget Reference

Action 3

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(6-12) Continued lesson study cycles and PD with the Center for Mathematics and Teaching and Carnegie Math, developer of the middle and high school's math curriculum, respectively Goal 1 Action 2

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 2	Amount 	Amount
Source LCFF	Source 	Source
Budget Reference <ul style="list-style-type: none"> • Certificated teacher s (1100) • Professional Development (5863) 	Budget Reference 	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 1,328,775	<u>Percentage to Increase or Improve Services</u>	33.56 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

While a number of actions are funded and provided on an LEA-wide basis, many are principally directed toward increasing and improving services for our unduplicated pupils. First, while all students are likely to benefit from their implementation, a number of the school’s adopted instructional strategies (e.g. SDIAE, project based learning) are geared toward addressing the academic needs and motivation our unduplicated pupils. The school has also explicitly adopted the use of adaptive digital curriculum in order to provide interventions at unduplicated students’ zones of proximal development (ZPD). Research indicates that such differentiation results in the greatest possible growth. Next, the school provides paraprofessionals and aides—especially in ELA and math—to provide additional academic support to unduplicated students; LALA also increases the number of instructional minutes in the form of labs, universal access, and intervention periods to support these students, who generally struggle more than the general population. Lastly, the LALA plans to further develop an advisory program aligned to the principles of multi-tiered system of support and ASCD’s “whole school, whole community, whole child” framework to better meet the needs of its unduplicated students. As a collaborative effort among each student’s advisors, teachers, administrators, and parents, each advisory actively seeks to address the challenges and barriers to success unduplicated students face. These increases and improvements are encapsulated in the actions of Goal 3 in the new LCAP. Similarly, the principal impetus of the school’s establishment of positive behavior interventions and supports and use of alternatives to suspension is to create a school climate and culture that meets the needs of these students. Research suggests that traditional forms of discipline and behavior management result negative outcomes and the perpetuation of the school-to-prison pipeline. Likewise, the school’s efforts to address the socio-emotional needs of its students like providing counseling services and referrals to community service providers or ensuring a healthy and nutritious meals are principally directed at helping the school’s low income immigrant students and their families. These increases and improvements are encapsulated in Actions 2, 3, and 4 of Goal 2.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?