

LA PROMISE

CHARTER HIGH SCHOOL #1

SABERTOOTH TIGERS



2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	LA's Promise Charter High School #1
CDS code:	19 10199 0135582
LEA contact information:	Donna Jacobson
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	3,207,721
LCFF supplemental & concentration grants	\$	802,087
All other state funds	\$	527,016
All local funds	\$	374,960
All federal funds	\$	493,035
Total Projected Revenue	\$	4,602,732
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	4,579,163
Total Budgeted Expenditures in the LCAP	\$	3,653,329
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	825,594
Expenditures not in the LCAP	\$	925,834
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	356,158
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	473,360

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>[General Fund Budget Expenditures not included in the Learning Continuity Plan include expanded personnel expenses (e.g. travel and conferences), building rent and other general operating costs (such as back-office business services, custodial services, utilities, audit, management fees, district oversight fees, website and postage, office supplies, etc)]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: LA's Promise Charter High School #1

CDS Code: 19 10199 0135582

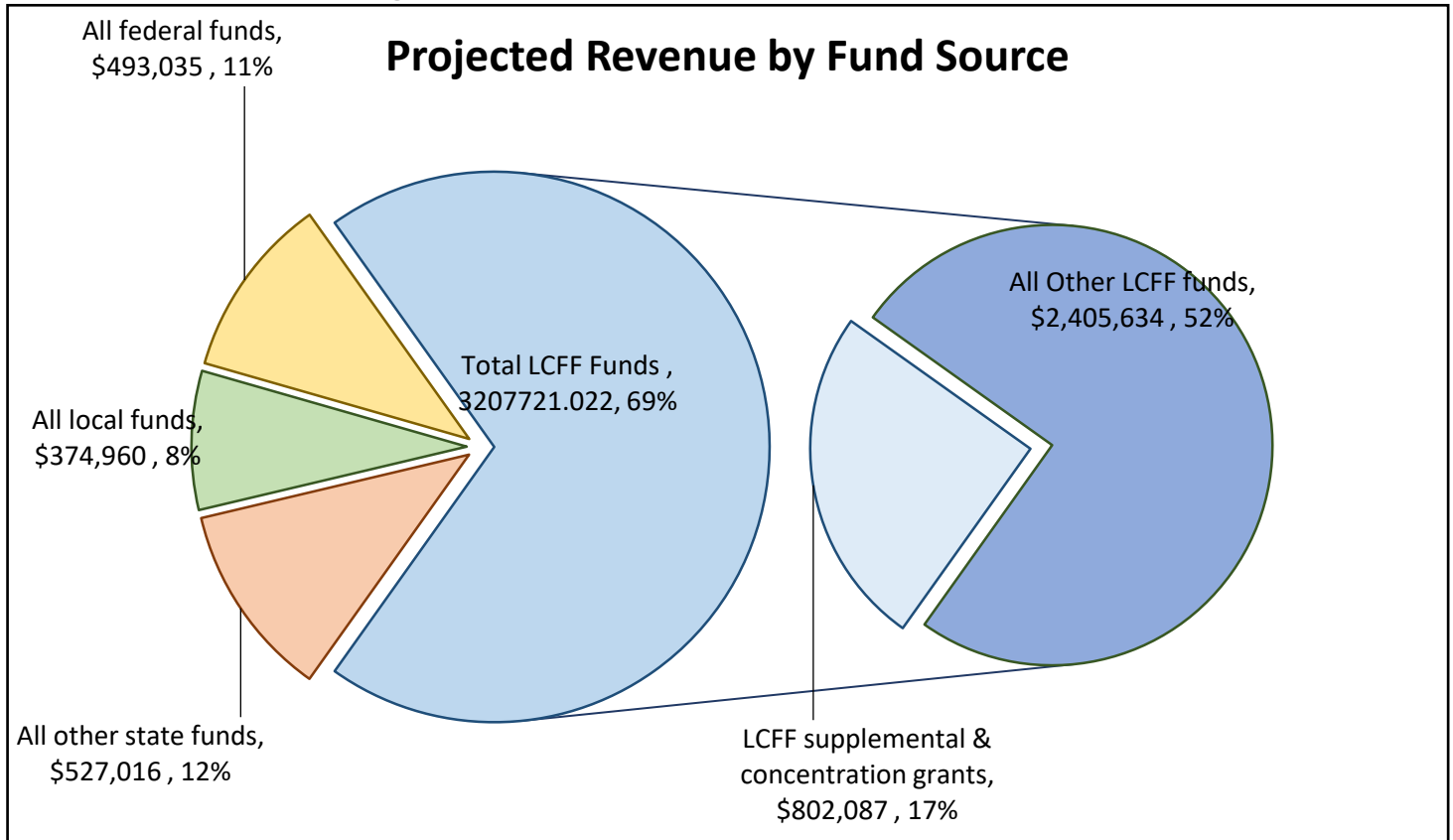
School Year: 2021 – 22

LEA contact information: Donna Jacobson

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

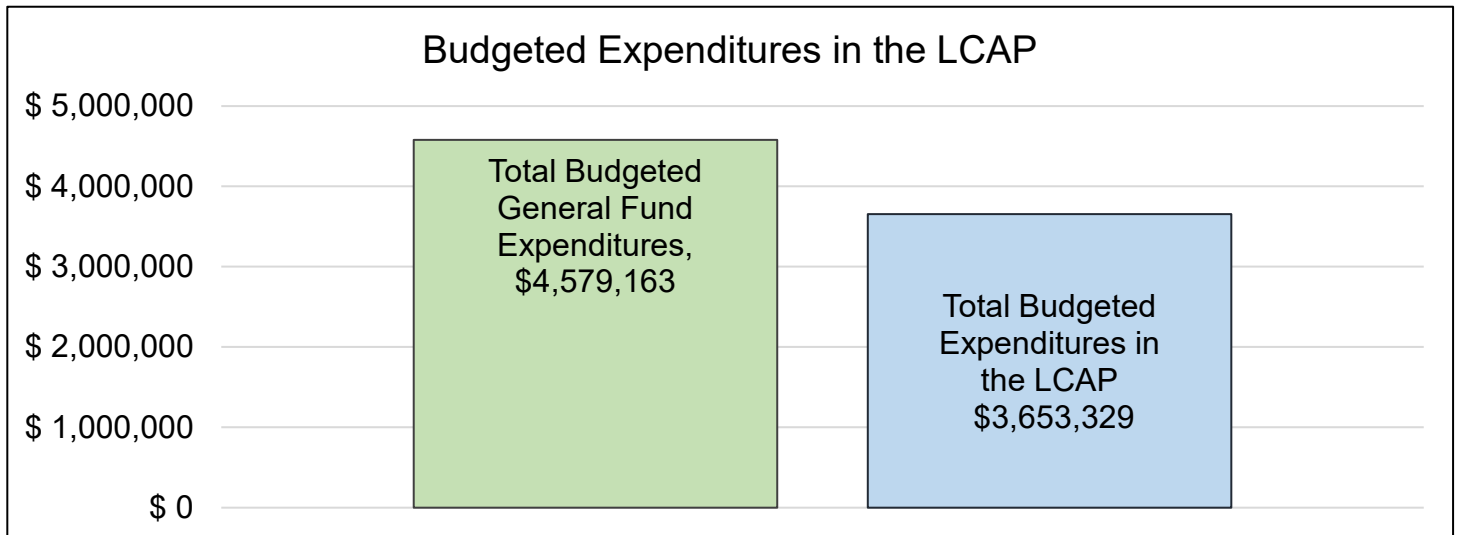


This chart shows the total general purpose revenue LA's Promise Charter High School #1 expects to receive in the coming year from all sources.

The total revenue projected for LA's Promise Charter High School #1 is \$4,602,731.86, of which \$3,207,721.02 is Local Control Funding Formula (LCFF), \$527,015.71 is other state funds, \$374,959.70 is local funds, and \$493,035.44 is federal funds. Of the \$3,207,721.02 in LCFF Funds, \$802,086.62 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much LA's Promise Charter High School #1 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

LA's Promise Charter High School #1 plans to spend \$4,579,163.01 for the 2021 – 22 school year. Of that amount, \$3,653,328.60 is tied to actions/services in the LCAP and \$925,834.41 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

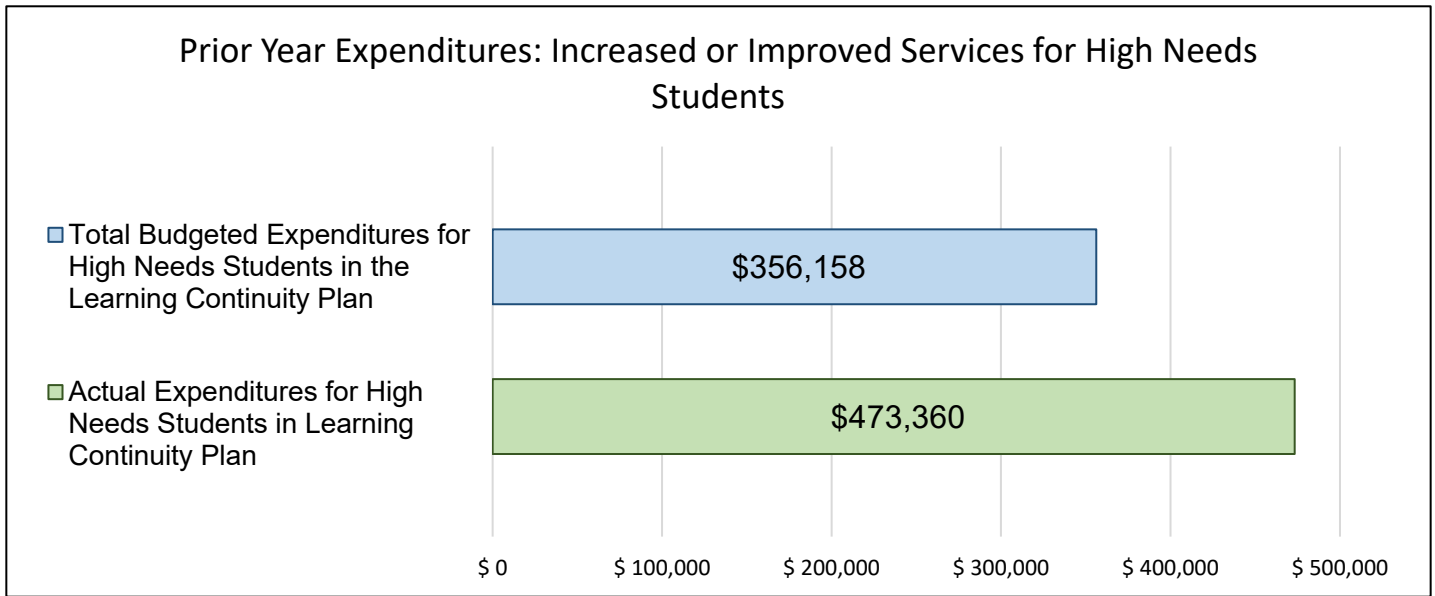
[General Fund Budget Expenditures not included in the Learning Continuity Plan include expanded personnel expenses (e.g. travel and conferences), building rent and other general operating costs (such as back-office business services, custodial services, utilities, audit, management fees, district oversight fees, website and postage, office supplies, etc)]

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

In 2021 – 22, LA's Promise Charter High School #1 is projecting it will receive \$802,086.62 based on the enrollment of foster youth, English learner, and low-income students. LA's Promise Charter High School #1 must describe how it intends to increase or improve services for high needs students in the LCAP. LA's Promise Charter High School #1 plans to spend \$825,594.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what LA's Promise Charter High School #1 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what LA's Promise Charter High School #1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, LA's Promise Charter High School #1's Learning Continuity Plan budgeted \$356,158.00 for planned actions to increase or improve services for high needs students. LA's Promise Charter High School #1 actually spent \$473,359.59 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LA’s Promise Charter High School #1	Donna Jacobson, Head of Schools	donnaj@lapromisefund.org 323.403.0770

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

Goal 1

Build and sustain a positive school climate and culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School Culture and Climate: By June 2019, LAPCHS will ensure that all elements of the school facility are compliant and in good condition as evidenced by routine facility inspections.	FIT Report 2019-20: Good

Expected	Actual
By June 2019, students and families will indicate high levels of satisfaction with school safety as evidenced by the annual School Climate Survey.	Student Participation Rate: 23% Parent Participation Rate: 21% Staff Participation Rate: 77%
By June 2019, out of school suspension rates and out of class referrals will decrease as evidenced by data relating to school climate.	Suspension Rate - 2019-20: 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Upgrade facilities as needed.	\$208,400 (repeat expenditure) LCFF Services and Other Operating Expenses	\$178,689
Provide adult supervision to ensure student safety during the school day, and through Safe Passage on the way to school, and upon dismissal.	\$14,008 (repeat expenditure) LCFF Services and Other Operating Expenses	\$0
Promote school-wide Positive Behavioral Interventions and Support (PBIS) through expansion of school-wide restorative practice, and initiatives to engage stakeholders in the process.	\$14,008 LCFF Services and Other Operating Expenses	\$86,900

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 1: No facility upgrades were made this school year.
- Action 2: the role of additional adult supervision was provided by school staff since the position was not filled-
- Action 3: Includes the addition and salary of the Dean of Student Culture who leads the school's PBIS team.

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

Only Action #3 was implemented with fidelity to support Goal #1. The PBIS team was developed and the Dean of Students was hired to lead and launch schoolwide implementation. The PBIS team is also comprised of teachers. The PBIS team participated in extensive training this year through LACOE and implemented its practices schoolwide in an effort to improve discipline practices schoolwide, develop action plans, reduce suspension rates, and improve overall student behavior schoolwide.

LAPCHS continues to implement schoolwide PBIS led by the Dean of Student Culture. The PBIS team participated in extensive training throughout the year at LACOE. LAPCHS administered parent, student and staff Panorama surveys to measure and assess school climate, student engagement and school safety. However, participation rates were low for the parent and student survey.

There is a need to clearly articulate the roles and responsibilities of the PBIS team to continue to improve school culture, schoolwide behavior, school climate, decrease suspension rates and decrease chronic absenteeism rates. In addition, there is a need to identify the root causes of suspensions, chronic absenteeism rates, student behavioral issues, and develop schoolwide policies and protocols for implementation in the 2020-21 school year, using a schoolwide PBIS assessment.

The following charts reflect the suspension rate for 2017-18; and 2018-19 which were used for the Fall 2019 Dashboard. However, to date, there were no suspensions in the 2019-20 school year.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	71	4	3	4.2%	66.7%	33.3%
AFRICAN-AMERICAN	35	2	2	5.7%	100.0%	0.0%
HISPANIC	35	2	1	2.9%	0.0%	100.0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SWD	*	*	*	*	*	*

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	120	8	6	5.0%	83.3%	16.7%
AFRICAN-AMERICAN	43	6	4	9.3%	75.0%	25.0%
HISPANIC	73	2	2	2.7%	100%	0%
ELL	30	1	1	3.3%	100%	0%
SOC. ECON DISADV	100	5	5	5.0%	100%	0%
SWD	27	1	1	3.7%	100%	0%

The following charts reflect the 2018-19 chronic absenteeism rates schoolwide and further disaggregated by student group.

LA's PROMISE CHARTER HIGH SCHOOL #1			
2018-19 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	111	29	26.1%
AFRICAN-AMERICAN	40	13	32.5%
HISPANIC	68	16	23.5%
ELL	27	9	33.3%
SOC. ECON DISADV.	95	25	26.3%
SWD	27	9	33.3%

Goal 2

Facilitate highly effective teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Teaching and Learning: By June 2019, 100% of LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department.	2019-20: 33% of teachers were appropriately credentialed and assigned. (4 out of 12)
By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the annual agreement.	61.5% teacher retention rate
By June 2019, 100% of LAPCHS teachers will actively participate in weekly professional collaboration, to include grade level, content alike, and vertical teaming, and attendance at outside conferences, as evidenced by the professional development calendar and conference enrollment.	100% teachers participated in professional development
By 2019, 100% of new teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.	100% teachers received coaching and/or induction.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure that every learner is taught by a highly qualified teacher in all content areas.	\$333,658 (repeat expenditure) LCFF Certificated Salaries	\$680,086
Recruit and retain highly effective and committed teachers.	\$118,790 (repeat expenditure) LCFF Certificated Salaries	\$0
Increase support for teachers at all career phases through a comprehensive professional development program that builds teacher capacity.	\$5,000 (repeat expenditure) LCFF Certificated Salaries	\$1,970
Support new teachers through ongoing coaching and support, including the induction program with an on-site mentor.	\$189,157 (repeat expenditure) LCFF Certificated Salaries	\$8,025
Provide college counseling services to guide students in being college ready, and ensure that the school offers rigorous, A-G coursework approved through UC Doorways.	\$20,000 (repeat expenditure) LCFF Classified Salaries	\$87,324

Goal Analysis

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

All actions/services were implemented to support students, families, teachers, and staff.

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

LAPCHS struggled with hiring fully credentialed teachers despite numerous outreach efforts conducted by human resources and advertising. A total of 4 out of 12 teachers were fully credentialed. However, extensive professional development and coaching was provided for all teachers especially those new to the profession, including supporting them with induction expenses. Math and Science instructional coaches (consultants) provided evidence-based instructional coaching, teacher observations, and feedback. ELA, Spanish and History teachers participated in the CA Reading and Literature Project (CRLP) in partnership with Loyola Marymount University (LMU).

Goal 3

Accelerate proficiency for English Language Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Teaching and Learning: By June 2019, 100% of LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department.	2019-20: 33% of teachers were appropriately credentialed and assigned. (4 out of 12)
By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the annual agreement.	61.5% teacher retention rate
By June 2019, 100% of LAPCHS teachers will actively participate in weekly professional collaboration, to include grade level, content alike, and vertical teaming, and attendance at outside conferences, as evidenced by the professional development calendar and conference enrollment.	100% teachers participated in professional development
By 2019, 100% of new teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.	100% teachers received coaching and/or induction.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase support for long-term English Learners to include intervention, supplemental materials, and individualized learning plans.		\$0
Develop teacher capacity to improve instruction for English learners through professional development to provide strategies for building academic vocabulary, discourse and writing.	\$3,000 (repeat expenditure) LCFF Certificated Salaries	\$0 Repetitive expense identified in Goal 2, Action 3
Increase language proficiency by one level for English Learners.	\$53,000 (repeat expenditure) LCFF Books and Supplies	\$0 This is not an action but is a measurable outcome.

Goal Analysis

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

The actions under Goal #3 were previously identified and reported in Goal #2. However, a subscription for Rosetta Stone was purchased as supplemental support for English learner in acquiring English Language Proficiency

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

LAPCHS had a total of 53 English Learners (36%) of which 18 students are long-term English Learners and 1 EL student was reclassified. As a result, LAPCHS provided extensive professional development and coaching was provided for all teachers especially those new to the profession, including supporting them with induction expenses. Math and Science instructional coaches (consultants) provided evidence-based instructional coaching, teacher observations, and feedback. ELA, Spanish and History teachers participated in the CA Reading and Literature Project (CRLP) in partnership with Loyola Marymount University (LMU).

Goal 4

Raise academic achievement for all learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes **Note: All AMO's should state "By June 2020..." not "June 2019." This was a typo.**

Expected	Actual
Academic Achievement: By June 2019, 100% of LAPCHS math teachers will actively participate in intensive professional development with a math expert that results in improved teacher practice as evidenced by observations of math classrooms.	100% of math teachers participate in professional development.
By June 2019, 80% of students will grow in their current math level as evidenced by multiple assessment tools (software program reports, interim, CAASPP, and summative assessment data).	56% students demonstrated growth as measured by Math NWEA MAP
By June 2019, 80% of students will demonstrate growth in reading scores as evidenced by growth in reading data (Lexile set assessment, CAASPP, and end of year data).	45% students demonstrated growth as measured by NWEA Reading MAP
By June 2019, all students who are not meeting grade level standards will have access to more effective instructional interventions as evidenced by student grades and achievement data.	100% of students who did not meet grade level standards had access to supplemental academic support & intervention.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Build a culture of mathematics through intensive training for math teachers and school leaders.	\$4,500 (repeat expenditure) LCFF Services and Other Operating Expenses	\$0 Repetitive expenses identified in Goal 2, Action 4.
Provide students with increased instructional support in mathematics through cognitively-based math instruction, increased intervention to close foundational math operational gaps, and intervention programs.	\$20,000 (repeat expenditure) LCFF Services and Other Operating Expenses	\$3,245
Expand literacy instruction across content areas by increasing the use of programs and strategies that increase Lexile levels and improve overall reading achievement.		\$0 Repetitive expenses identified in Goal 1, Action 4.
Provide students with more effective intervention programs for reading and math during daily lessons, Power Hour, after school and summer intervention courses.		\$9,220
Provide students with non-traditional educational opportunities that will engage students, providing opportunities to foster a love of learning and materials to engage in academic activities.	\$227,245 (repeat expenditure) LCFF Services and Other Operating Expenses	\$13,100
Ensure there are adequate SPED resources and personnel to provide required services to students with Individualized Education Plans (IEP)	\$133,927 (repeat expenditure) LCFF	\$336,199

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 4:

- Action 1: was a repetitive action from Goal 2, Action 3
- Action 2: included the purchase of CPM Math curriculum and training for teachers.
- Action 3: was a repetitive action from Goal 2, Action 3
- Action 4: The budgeted expenditures was left blank; and our school purchased licenses for Achieve 3000 & iXL Math; and NWEA MAP assessments were implemented (Fall & Winter)
- Action 5: Although budgeted expenditures were listed it was also noted that it was a repeat expenditure; and that action was funded with the CTEIG Grant
- Action 6: Costs for our school's SPED Program was significantly higher than projected, as a result of increased SPED costs, staffing, intervention, services, in order to improve academic outcomes and address the needs of our Students with Disabilities.

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

All actions were implemented; however, Actions 1 & 3 were duplicates from Goal 2. As our school expands by one grade level annually there was a need to purchase CPM math curriculum and our Math teachers received professional development for this curriculum adoption. Additionally, evidence-based intervention programs were purchased (subscriptions) for academic intervention.

LAPCHS purchased and adopted CPM Math schoolwide and provided professional development for the Math Department. In an effort to improve student outcomes, Achieve 3000, iXL Math was implemented as academic supports, and APEX online courses were offered to students who were credit deficient. The SPED Department has been working to provide its students the least restrictive model and improve the quality of inclusion; and supporting general education teachers with methods to accommodate and support Students with Disabilities.

For the NWEA MAP Math assessments gains were made by all grade levels and student groups. However, there continues to be an EL achievement gap across all grade levels; and an achievement gap among Students with Disabilities (SWD) when compared with their grade level cohorts for grades 10 and 11.

2019-20 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD		
GRADE 9	208	202	207	215	210	215	7	249
GRADE 10	215	207	211	221	211	218	6	250
GRADE 11	219	207	211	224	210	213	5	
GRADE 12	--	--	--	--	--	--	--	

Methods to measure program effectiveness have not been fully implemented including instructional practice. With the recent school closure, most state mandated assessments have been suspended this school year.

Our SPED Department led by 2 Resource Specialist Teachers attended extensive professional development and collaborated with our general education teachers to improve the delivery of instruction and differentiation for Students with Disabilities.

Goal 5

Engage all stakeholders in charter school growth and development.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes **Note: All AMO's should state "By June 2020..." not "June 2019." This was a typo.**

Expected	Actual
Charter School Growth and Development: By June 2019, the school's enrollment will exceed 120 students, as evidenced by Power School Records.	2019-20 student enrollment: 153
By June 2019, every family will actively participate in at least 4 school sponsored events and contribute to school-wide initiatives as evidenced by sign-in sheets at events.	Unable to measure this outcome
By June 2019, 95% of high need teaching positions will be filled by teachers who hold subject competency as evidenced by the master schedule.	2019-20: 33% teachers are appropriately credentialed and assigned. (4 out of 12)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Develop robust recruitment strategies to enroll students in grades 9-10, until the school is at full enrollment capacity.	\$181,500 (repeat expenditure) LCFF Certificated Salaries	\$19,119

Engage a greater number of families in school involvement, and build parent leadership capacity to support the viability of the school community.	\$18,800 (repeat expenditure) LCFF Classified Salaries	\$1,199
Develop a hiring pipeline to recruit highly qualified teachers and support staff members, to meet the needs for grade level expansion, with focus on high need areas (science, math, and special education).		\$0 No cost
Engage stakeholders in the development of structures, programs, and signature practices that institutionalize practices that promote a thriving school community.		\$0 No cost

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 5:

- Action 1: Addition of a Parent Engagement Specialist
- Action 2: Costs for parent workshops and Parent Square subscription
- Action 3: Repetitive action from Goal 2, Action 2

Note: Actions 1 and 2 under Budgeted Expenditure had no costs (repeat expenditure), but there was an actual expenditure. Actions 3 & 4 had no costs budgeted and no actual costs.

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

All actions were implemented to achieve Goal #5. The Parent Engagement Coordinator role is student recruitment to maximize student enrollment and to engage parents at our school in their child's education and provide input in decision-making. As a high school, we struggle with engaging parents to participate in schoolwide events and surveys. This continues to be an area for growth.

LAPCHS continues to invest in recruitment strategies for students and teachers. Although all teaching positions were filled only 33% of teachers were appropriately credentialed and assigned. The remaining 67% of teachers hired were supported with professional development, coaching and teacher induction expenses to clear their credential.

The Parent Engagement Specialist was instrumental in student recruitment that resulted in a significant increase in student enrollment to 140 students in the 2019-20 school year for grades 9-11. The Parent Engagement Specialist also facilitated parent workshops and communicated with families using multiple forms of communication including the school's website, Parent Square app, and telephone calls.

Our Principal collaborated with Stronger Workforce Initiative in an effort to implement and expand our CTE program – as a recipient of the CTEIG Grant. The Media Arts course was taught onsite by a college professor from LA Trade Tech College.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Principal and Teachers	\$1,560,976	\$1,041,267	Y
PPE equipment, supplies, partitions, janitorial supplies and services as a result of COVID-19	\$64,043	\$48,414	N

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

LAPCHS provided all students with 275 daily instructional minutes, and 180 instructional days of instruction, which is 5 additional days beyond SB98 requirements, and 35 additional minutes daily for 2020-21 school year. In addition, all teachers participated in 2 weeks of summer professional development, 7 non-instructional days for professional development during the academic year to improve the delivery of instruction virtually and increase student engagement and participation. This programmatic addition was necessary to provide our at-risk/unduplicated student population with increased and improved instructional services as outlined throughout our school’s Learning Continuity and attendance plan as a result of a review of our internal assessments and feedback from multiple discussions with our stakeholders (teachers, staff, parents, and students).

Analysis of In-Person Instructional Offerings

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

Successes: LA Promise Charter High School opened for in-person instruction on April 28th. Approximately 24% of its students (families) selected in-person instruction, while the remaining 76% will continue with distance learning. Our Principal and educators have communicated with families especially students who were disengaged and/or not participating regularly in distance learning, including Unduplicated Pupils and Students with Disabilities (SWD). Over 87% of LAPCHS enrolled students are identified as Unduplicated Pupils (Low-income, Foster youth and English Learners). Despite communicating with families the lack of student academic progress, majority of families opted to continue with distance learning rather than in-person instruction despite knowing that their child is struggling with distance learning and experiencing isolation. The community that LAPCHS serves was significantly impacted by the COVID pandemic, and for many families the risks of infection outweigh the benefits of in-person instruction for the final few weeks of the academic school year. Our school participate in weekly rapid COVID-testing of all staff and students to monitor COVID cases and provide all staff and students with a safe learning environment.

For hybrid instruction we prioritized students based on the following data/feedback:

- Parent/household survey
- Academic grades
- Attendance
- Assessment data findings
- Academic progress towards high school graduation

Programmatic changes/modifications include Advisory Class for in-person/hybrid instruction with provided extended learning time based on the instructional needs of each student. The focus was only on SAT/ACT preparation.

LAPCHS administers NWEA MAP Reading and Math Assessments at the start of the school year (baseline); repeated in November 2020 and March 2021. As evidenced in the following chart, minimal growth was evidenced by students in grade 9 but when compared to the baseline assessment there was a decline across all grade levels for Reading. For math, when compared to baseline performance all grades demonstrated growth. However, comparing Interim #1 to Interim #2 there was no growth for grades 9 and 11, while grade 12 experienced a decline, including English Learners and Students with Disabilities.

2020-21 NWEA MAP RESULTS: READING												
GRADE LEVEL	Baseline - August 2020			Interim #1 - Fall 2020 (November)			Interim #2 - Winter 2021 (March)			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN. RIT	EL	SWD			
GRADE 9	206	201	201	202	190	190	203	191	191	1	1	1
GRADE 10	202	196	197	202	195	198	200	193	196	-2	-3	-2
GRADE 11	215	188	227	205	180	220	209	186	219	4	7	-1
GRADE 12	210	193	191	213	197	198	210	197	196	-3	0	-3
2020-21 NWEA MAP RESULTS: MATH												
GRADE LEVEL	Baseline - August 2020			Interim #1 - Fall 2020 (November)			Interim #2 - Winter 2021 (March)			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH
	MEAN. RIT	EL	SWD	MEAN. RIT	EL	SWD	MEAN. RIT	EL	SWD			
GRADE 9	210	204	201	216	208	206	216	208	207	0	0	1
GRADE 10	210	207	207	216	213	216	219	215	218	3	2	2
GRADE 11	226	212	217	231	224	217	231	227	211	0	3	-6
GRADE 12	223	221	210	228	224	220	225	220	215	-2	-4	-5

Challenges include that 76% of families chose distance/remote learning for their child, despite numerous efforts to provide in-person/hybrid instruction. Challenges also include that onsite teachers provided instruction for students participating in in-person/hybrid instruction and distance learning simultaneously.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SPED services and instruction	\$428,250	\$456,128	N
Technology devices, Wi-Fi hotspots, internet	\$31,812	\$99,844	N
Online Core Curriculum: TCI History, Engage NY, CPM Math, Cengage ELD, APEX Spanish & APEX for Credit Recovery, UNIQUE (Mod-Severe SPED)	\$32,594	\$24,879	N
Instructional Coaches (Math, Science) & facilitate professional development	\$49,950	\$34,725	Y
LMU CA Reading and Literacy Project (CRLP) PD & provide content coaching (ELA, History, Spanish, Video Production/Film and PE)	\$34,500	\$6,038	Y
PowerSchool SIS with parent portal	\$1,000	\$1,199	Y
IT support set-up, maintenance, and assist students/staff/families with Technology devices	--	\$40,691	N

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

LAPCHS purchased additional technology devices including GoGuardian that previously anticipated because of the needs of our students. In addition, Go Guardian licenses were purchased to install in every device to monitor

Analysis of the Distance Learning Program

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

LA's Promise Charter High School has experienced the following successes and challenges with implementing the following elements of the distance learning program this past year:

- **Continuity of Instruction:**

- **Successes:** LAPCHS's model for distance learning was based on a balance of synchronous and *asynchronous* learning in order to meet the required instructional minutes. LAPCHS provided learners with access to virtual lessons and assignments through google classroom and work packets if needed, and allowed learners to engage with teachers and peers during scheduled synchronous class periods, and asynchronous time when students can work at their own pace with support as needed. Our model prioritized providing students with consistent feedback, connection to the school, and support. The well-being of our learners during this time was equally important to their academic progress. Our purpose was to provide the highest level of student acquisition of learning by building strong relationships with students, parents, teachers, and site administration (our community) for clear and consistent communication and our community development around the common goal of student mental, emotional, and physical well-being during distance learning.

This model was informed by research, best practice, and our own local context. It reflected these uncertain times, including the challenging circumstances faced by our students, staff members, and families. Our school leaders, teachers, and support staff juggled personal and professional responsibilities while ensuring that the social-emotional and academic needs of students are being met. Our students faced the reality of trying to learn with uneven internet access, despite our best efforts to remedy this. Additionally, there were a myriad of increased home demands that include care for siblings and family members, lack of an ideal learning environment. This was further compounded by feelings of fear, isolation, and food insecurities.

During distance learning, students were assigned more reading and writing assignments. Students utilized Achieve 3000; and participated in Power Hour on Tuesdays/Thursday for reading intervention and assessments.

The school day started at 8am Tuesday – Friday (exception Mondays at 9:45am) and ended at 3:30pm daily. All students participated in daily Power Hour and/or Advisory and daily synchronous and asynchronous instruction exceeded SB98 daily instructional minutes requirement of 240.

An analysis of our NWEA MAP assessments demonstrate growth across all grade levels. Attendance rates is currently at 94%.

2020-21 NWEA MAP RESULTS: READING												
GRADE LEVEL	Baseline - August 2020			Interim #1 - Fall 2020 (November)			Interim #2 - Winter 2021 (March)			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN. RIT	EL	SWD			
GRADE 9	206	201	201	202	190	190	203	191	191	1	1	1
GRADE 10	202	196	197	202	195	198	200	193	196	-2	-3	-2
GRADE 11	215	188	227	205	180	220	209	186	219	4	7	-1
GRADE 12	210	193	191	213	197	198	210	197	196	-3	0	-3
2020-21 NWEA MAP RESULTS: MATH												
GRADE LEVEL	Baseline - August 2020			Interim #1 - Fall 2020 (November)			Interim #2 - Winter 2021 (March)			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH
	MEAN. RIT	EL	SWD	MEAN. RIT	EL	SWD	MEAN RIT	EL	SWD			
GRADE 9	210	204	201	216	208	206	216	208	207	0	0	1
GRADE 10	210	207	207	216	213	216	219	215	218	3	2	2
GRADE 11	226	212	217	231	224	217	231	227	211	0	3	-6
GRADE 12	223	221	210	228	224	220	225	220	215	-2	-4	-5

- Challenges include: with distance learning is that despite the numerous strategies our teachers implemented to engage students, this platform was a challenge for our students. Our school serves a significantly “high-need, low-income” community and parents in many cases were working, some multiple jobs to support their family. During the day, many of our students were home with either a caregiver, older sibling or grandparent. This created issues with consistency, participation and engagement. Our staff contacted families each morning, and at times several times throughout the day when the student was not participating in daily instruction to identify root causes and develop a plan to address the issue.

The Principal conducted home visits to identify root causes of disengagement, and absences. Root causes identified included financial hardship, housing and food insecurity. We connected families with resources and referral services to community-based organizations.

- Access to Devices and Connectivity:

Successes include: LAPCHS has provided every student with a Chromebook. For families who lacked connectivity at home, our school issued Wi-Fi Hotspots to ensure all students had access to the curricular and instructional materials.

- Challenges: Despite providing students with wi-fi hotspots, accessing Zoom was intermittent because of the limited bandwidth issues.

- Pupil Participation and Progress:

- Successes: Once hybrid instruction was provided in late April, student participation and academic progress improved significantly, but many who remained in distance learning continued to be disengaged. For some students distance learning has been a positive experience allowing them to focus without distractions from peers.

- Challenges: Distance learning platform was a struggle for students and families. Despite offering hybrid instruction, for some families the scheduling changes created issues with their work routine. Another challenge has been the quality of student work and homework completion rates have declined significantly. LAPCHS serves a significantly high population of low-income students and a high percentage of students that have experienced Adverse Childhood Experiences (ACES). Children/teenagers that have ACES are at higher risk for chronic health problems, mental illness, and substance abuse as adults. ACES are potentially traumatic experiences, such as neglect, experiencing or witnessing violence, and having a family member attempt or die by suicide.

- Distance Learning Professional Development:

Successes include: Our teachers have participated in ongoing training that focused on providing engaging lessons using various platforms. As a result, our teachers digital literacy skills and integration of technology in instruction has significantly improved. We have also seen an increase in student performance as measured by NWEA MAP assessments as a result of the extensive training we've provided our teachers with. In addition, LAPCHS has developed systems to effectively monitor student progress and impact on student interventions (iXL Math, Achieve 3000).

Challenges include: There have not been any challenges with professional development.

- Staff Roles & Responsibilities:

Successes include: The entire staff at LAPCHS has been very flexible, accommodating and focused on addressing the needs of our students/families. Our office staff implemented "virtual office hours" where students can have their questions answered.

Challenges include: There were no challenges to staff roles and responsibilities.

- Support for Pupils with Unique Needs: Successes include for EL & SWD:

ENGLISH LEARNERS

The following services were provided to support English Learners during distance learning that varies by proficiency level. LAPCHS implemented the California ELD Roadmap that establishes the framework for both designated and integrated English Language Development (ELD). To continue to develop English learner language skills, teachers provided daily comprehensive English Language

Development. Designated English Language Development “first teaching” was provided through synchronous instruction via small groups differentiated by proficiency level.

Teachers continued to implement the Content Area Language and Literacy (CALL) Strategies gained through Professional Learning through the CA Reading and Literature Project (CRLP) with Loyola Marymount University. These strategies embedded integrated ELD through content areas.

Practices for Emerging: ELPAC Level 1 & low 2:

- Designated ELD was provided through synchronous Zoom lessons
- Emerging English Learners accessed Rosetta Stone for individualized language practice at their own pace for 120-180 minutes a week. This practice is in addition to enrollment in their core content courses and individualized practice that teachers assign.
- Achieve 3000 daily at the student’s level set
- Students were able to complete assignments in their primary language.
- Bilingual Instructional Aides were provided language support for all core content courses (Zoom)
- Designated ELD teacher continued strong collaboration with content team teachers to ensure that emerging students have the support needed.

Practices for Expanding & Bridging: ELPAC Level 2-4 & LTEL

- Students received language support through Integrated ELD
- English learners received additional small group instruction through teacher office hours, or work with Instructional Aides to support their ability to successfully complete assignments in their core courses with a focus on language skills. Teachers provided office hours to support students who are struggling or not completing coursework.
 - Choice Boards were a method for differentiating content for ELs.

EL Resources and curriculum that was provided to ELs included: Cengage Curriculum, Rosetta Stone, Actively Learn, and Achieve 3000.

SPECIAL EDUCATION

Special Education and related services were provided as required by a student’s Individualized Education Program (“IEP”) either in-person or through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student’s Section 504 Plan, were implemented during distance learning. LAPCHS served its students with disabilities (“SWD”) during distance learning by providing equal access to core content through co-teaching/co-planning between the general and special education teachers.

Communication between the Special Education team and families was vital in order to ensure that the needs of SWD were being met. LAPCHS operated under California Department of Education (CDE) guidelines for special education, and working in close collaboration with our LACOE SELPA. Prior written notices (PWN) were sent following school closures to serve as a written explanation of proposed changes in IEP on account of distance learning. Based on CDE guidelines, the IEP in place at the time of physical school closure remained in effect, and LAPCHS, to the greatest extent possible, continued to provide the services outlined in IEPs in alternative ways.

Instructional Aides played a critical role in in our distance learning program. They participated in synchronous lessons to monitor students, then provided scaffolds and support in breakout rooms. Students who needed another layer of support had access to aides during asynchronous time and Power Hour. Instructional Aides provided additional academic support for our English Learners and special education who struggle academically.

Challenges include: There have been challenges with EL and SWD, specifically with academic discourse, decrease in social interaction with peers, depression and stress

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology-based instructional materials: Achieve 3000, Actively Learn, Rosetta Stone, iXL Math, English 3D (supplemental for LtEL), Zoom, Google Suite, Pear Deck, Jamboard, & Screencastify	\$24,445	\$20,970	Y
Intervention Coach – Coaches teachers on how to provide targeted intervention, grouping	\$48,600	\$8,854	Y
Interventionist and SAT Prep; & Instructional Aide (2)	\$106,045	\$117,666	Y
NWEA MAP Assessments: Reading, Language & Math	\$3,118	\$3,118	Y
Dean of Culture: PBIS, Foster youth liaison and assists with the designing of Advisory (Promise Time) – Funded with Title I	\$94,500	\$94,620	N

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

There were no substantive changes.

Analysis of Pupil Learning Loss

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

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: An analysis of our NWEA MAP assessments demonstrate growth across all grade levels. Attendance rates is currently at 94%. LAPCHS provided various layers of academic support for students through Interventionists, Instructional Aides, Power Hour, and the use of web-based intervention supports (Achieve 3000, iXL Math and Rosetta Stone).

- Challenges include: LAPCHS serves a significantly high population of low-income students and a high percentage of students that have experienced Adverse Childhood Experiences (ACES). Children/teenagers that have ACES are at higher risk for chronic health problems, mental illness, and substance abuse as adults. ACES are potentially traumatic experiences, such as neglect, experiencing or witnessing violence, and having a family member attempt or die by suicide.

Analysis of Mental Health and Social and Emotional Well-Being

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

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

LAPCHS continued to build upon its research-based Multi-tiered System of Supports (MTSS). Our Counseling Team and Social Worker interns provided mental health and social and emotional well-being support for our students. It was exceptionally challenging to provide this level of support remotely, which generated the need for continuous outreach to build strong relationships, both in person

and online. Strategies were developed and built into the instructional day, which provided a stable virtual environment to deliver social-emotional supports for students that resulted in improved student engagement. They included:

- Promise Time/Advisory – for team building, academic advising, and group discussions
- Community Town Halls and Village Circles for staff and students
- Students had access to: School Psychologist, school counselor, social work interns and referrals to Wellnest for Counseling
- Mental Toughness Training to launch the school year, and learn about the learning platform.

Our school implemented the following strategies to monitor and support the mental health, social and emotional well-being of staff during the school year:

- Teacher Support Teams
- Celebrations of Success
- Principal will conduct individual check-ins on a weekly basis
- Provide opportunities for wellness
- Community building among school staff – develop collaboration and trust
- Human resources will provide resources for counseling as needed.
- Trauma Informed Practices

- Challenges include: that students experienced decreased social interaction with peers, and mental health issues including depression, exhaustion and stress impacting their ability to communicate with instructors and complete school assignments.

Analysis of Pupil and Family Engagement and Outreach

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

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: our office staff communicated with students/families on a daily basis when a student was late logging in and/or absent from any course throughout the day. The consistency of communication and outreach resulted in identifying root causes, strategies to support families/students, and possibly preventing further chronic absenteeism.
- Successes with parent engagement: once relationships were developed parent engagement improved. Families participated in virtual award assemblies via Zoom with high turnout.
- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction. Tiered reengagement strategies were implemented with fidelity and resulted in home visits.
- Challenges include: Despite numerous efforts to communicate with families especially for those whose students were disengaged, this was an area for growth.

Analysis of School Nutrition

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

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-being	Social worker interns (2); and Social Worker (Supervisor)	\$89,500	\$40,603	Y
Pupil & Family Engagement and Outreach	Support staff: office coordinators, campus aides, who will contact families/students when absent, troubleshoot issues, provide virtual tech support, and translation services	\$187,175	\$137,664	Y

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

There were no substantive changes

Overall Analysis

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

LA's Promise Charter High School has just recently implemented in-person instruction (April 28th); where most of the school year all students participated in distance learning. LAPCHS response to the COVID-19 pandemic has informed the development of the goals and actions of the school's 2021-22 LCAP in the following areas:

- **Health & Safety Considerations:** LAPCHS has developed a Safe reopening plan that complies and adheres to state and county health department guidelines. All staff and students undergo COVID testing on a weekly basis and COVID safety guidelines are adhered to on-campus at all times including but not limited to

- **Distance learning:** SB98 provided schools the opportunity to provide distance learning until the end of the 2020-21 school year. As our school shifts to hybrid and in-person instruction many of the effective learning tools and practices implemented during distance learning will continue for in-person instruction for the remaining school year and 2021-22 school year including but not limited to:

- **Monitoring and Supporting Mental Health and Social-emotional well being**

LAPCHS continued to build upon its research-based Multi-tiered System of Supports (MTSS). Our Counseling Team and Social Worker interns provided mental health and social and emotional well-being support for our students. It was exceptionally challenging to provide this level of support remotely, which generated the need for continuous outreach to build strong relationships, both in person and online. Strategies were developed and built into the instructional day, which provided a stable virtual environment to deliver social-emotional supports for students that resulted in improved student engagement. They included:

- Promise Time/Advisory – for team building, academic advising, and group discussions
- Community Town Halls and Village Circles for staff and students
- Students had access to: School Psychologist, school counselor, social work interns and referrals to Wellnest for Counseling
- Mental Toughness Training to launch the school year, and learn about the learning platform.

- **Engaging Pupils and Families:** LAPCHS will continue to implement Zoom to meet with families and when hosting family events in order to accommodate working families and families with very busy schedules.

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

LA's Promise Charter High School will continue to assess and address pupil learning loss using multiple types of assessments including NWEA MAP Reading and Math assessments which will continue to be implemented three times per year (Fall, Winter, Spring) and will be included in the school's 2021-2 LCAP. NWEA MAP assessment results will be disaggregated by grade level and student group, presented to teachers, and parents and used to inform instruction, address student academic needs, identify academic supports/intervention, and to tailor the types of services that will be provided for students experiencing learning loss. Student group analysis will also include Unduplicated Pupils (EL, Low-income, Foster Youth), Students with Disabilities (SWD) across the full continuum of placements and students experiencing homelessness.

The SPED Department collaborated with general education teachers to ensure that the academic needs of Students with Disabilities were met through the use evidence-based pedagogical strategies, academic support in the classroom by the SPED Department staff, Instructional Assistants and the use of supplemental academic intervention programs for ELA and Mathematics and will be outlined and the school's 2021-22 LCAP.

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

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

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

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

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Administer NWEA MAP Assessment: Reading, Language & Math
- Implement Achieve 3000/Actively Learn
- Implement Wilson Reading Program
- Implement Summer Bridge Program & partner with After-school All Stars
- Continue with Power Hour intervention block
- Implement Reading Interventionist
- Utilize instructional Aides to support struggling learners
- Hire Social Work interns
- Continue to implement PBIS & Kickboard
- Continue to implement Rosetta Stone for EL

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LA's Promise Charter High School #1	Donna Jacobson, Head of Schools	donnaj@lapromisefund.org 323.403.0770

Plan Summary 2021-22

General Information

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

LA Promise Charter High School #1 is operated through LA Promise Fund, a nonprofit organization dedicated to preparing students for success in college, career, and life. The Fund creates vibrant community hubs and partnerships that foster motivated, engaged, and directed students, who are poised for academic, professional, and personal success.

LA's Promise Charter High School #1 currently serves 204 students in grade 9-12 of with student demographics that include: 71% Hispanic, 28% African American, 39% English Learners (EL), 29% Students with Disabilities (SWD), 1.0% Foster Youth (FY), and 87% Socioeconomically Disadvantaged (SED). Currently,

LA Promise Charter High School #1 is a learning community that embeds meaningful real-world context. Students are taught to see the connections between their formal education and the world. Our school combines curiosity and application, leading to a deep understanding of content, self-motivation, and confidence. These skillsets empower students to take on the challenges in order to be who they want to be and excel to their fullest potential.

The *mission* of LA's Promise Charter High School is to provide every student with:

- Engaging educational experience
- Developing emotional intelligence
- Cultivating an Entrepreneurial spirit
- Inspire creativity in Media and Film
- Building students to become financially literate adults

Our *vision* is to empower young adults to be independent freethinkers ready for the world.

Reflections: Successes

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

We are proud of our school's accomplishments over the past three years of operation:

- Our students have demonstrated academic growth based on NWEA.

The Western Association of Schools and Colleges (WASC) granted LAPCHS Initial Accreditation status through June 30, 2022. As a new high school, accreditation in the second year of operation is significant, as it entitles the school to use the following phrase on transcripts or in school advertising, "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges." The school was provided with commendations based on the report and site visit. The strengths documented in the WASC Visiting Committee's Report are as follows:

1. The Administration and Staff are committed to the Mission and the Vision of the school. This promotes a safe, healthy, and nurturing environment that fosters student growth and achievement.
2. The Administration and Staff are dedicated to all students learning at their highest level. They provide an engaging curriculum and set realistic, differentiated and challenging intellectual and social goals for each student.
3. There is strong leadership that provides multiple opportunities for distributed leadership and the necessary resources to improve student achievement.
4. The school is highly supported by the Board.
5. Parents are highly committed to all aspects of the school and its academic journey for all students.

LAPCHS has immersed learners in a college going culture, with a focus on early intervention and college awareness at all grade levels. Students have been exposed to college speakers, visited college campuses, including a summer trip to HBCU campuses for selected students, and attended the Black College Expo. The school has partnered with Fulfillment Fund for A-G awareness lessons in Promise Time/Advisory, and Destination College. Go For College provides full-time college counselors for the 2020-21 school year.

LAPCHS has established a thriving program for Video and Film Production. Currently, there are three Career Technical Education (CTE) credentialed film teachers, with a sequential course series. The film teachers collaborate with the ELA team for arts integration. The film program is enriched through past and current partnerships including the Museum of the Holocaust, Film Independent, and LA Trade Technical Community College.

- We have established a system of support for teachers and a teacher pipeline, that has led to an increase in teacher retention (100% for 2020-21), supported by training provided to the principal through the New Teacher Center.
- We have established several community partnerships to benefit our students, including programs sponsored through LAPF. The key programs that enrich our educational program include:
 - Loyola Marymount University is a partner in various ways. The CA Reading and Literature Project provides monthly professional development and instructional resources for our ELA and History/Social Science teachers. Teachers have participated in the EL Rise training and a workshop relating to formative assessment for English Learners. LMU is a teacher pipeline for our schools. Additionally, we held our annual Summer Teachers Conference on their campus.
 - Parent Promise supports parent engagement with workshops including financial literacy and college planning, immigration rights, citizenship classes, and topics relating to health and nutrition. With the onset of distance learning, parent technology training has been offered.
 - Girls Build LA challenges young women from middle and high schools to make an impact in their community.
 - Constitutional Rights Foundation promotes Civics Education programs including Civic Action Project (CAP) taught in Promise Time/Advisory
 - Mobile Health Clinics provided families with free vaccination, dental check-ups, eye exams and glasses through Vision to Learn.
 - USC Viterbi School of Engineering summer STEM program, held on the USC Campus is a free opportunity for students to motivate future involvement STEAM related learning and career opportunities.
 - IDtech Camp scholarships provided for 100 high school students, 2 – 4 weeks of camp focused on coding, robotics web and video game design. This special opportunity brought our students together with a diverse group of students from across Los Angeles County. Bus transportation and meals were provided as part of the scholarship.
- LAPCHS has pursued grants to improve the learning climate and supplement programs:
 - Media Arts Matter is a federal grant awarded to LAPF to train teachers in arts integration in the area of digital media arts, which is a high growth career field. Five teachers participated in the Summer Training and work with teaching artists to deliver lessons that integrate the digital media standards with math and ELA.
 - We were awarded the SEL In Action Grant through the NOVO foundation, which was used to further social-emotional learning through an Advisory curriculum and a part-time SEL Coordinator.
 - LA84 Foundation has awarded a grant for our volleyball program, and transportation to the Expo Center for swimming lessons as part of our P.E. Program.

- LAPCHS is the lead LEA for a Career Technical Education Integration Grant, in the area of Digital Media Arts, a high growth career field in Los Angeles. This grant supports our video production and film program and experience.
- LAPCHS is the lead LEA for a prestigious Gates Foundation Grant for the Network School Improvement Network, a group of South LA Schools that convene to share best practice around A-G passage with emphasis on early intervention.
- LAPCHS has been a part of the LACOE PBIS cohort for two consecutive years. The effective PBIS implementation has resulted in lower suspension rates, improved attendance, and an improved school climate. LAPCHS was recognized for the 2020 Community Cares initiative, for our outstanding work in implementing the PBIS program.

Distance Learning

We are proud of our response to COVID-19 and shift to distance learning. As a small, tightknit community, we were able to pivot quickly to distance learning when COVID-19 “stay-at-home” orders were announced in March 2020. The shift to distance learning included the provision of technology, formulation of a sound educational model, social-emotional support, and the meeting of basic needs for students and families.

Every student immediately was provided a laptop and charger. Internet hotspots were provided to families who needed them. As the need grew for more hotspots, LAPF sought donations through School2Home, Amazon, Microsoft, Kaiser, Amgen, California Community Foundation, and Verizon to ensure laptops for every student, and sometimes for family members to ensure no family competition for devices, hotspots, and ongoing IT support for all staff and students.

Grab and Go Meal Service has provided two daily meals to students since the onset of the Stay at Home order.

LAPF provided a food pantry for the community (not just our students/families) operating three days a week from March – August 2020 distributing 10,000 pounds of food to our students and families. The pantry now distributes the same amount of food every Friday. In addition, LAPF secured, \$200,000 grant to provide microgrants to our families and community members that had been displaced from jobs.

A Distance Learning Policy was established by a team including Director of Schools, Principals and instructional coaches. The policy was refined and improved upon during the summer months in preparation for the 2021-21 school year and presented to all shareholders. The policy provides a comprehensive set of resources and strategies based on the Stanford Online High School and the research of Caitlin Tucker, with consideration of the needs of vulnerable learners. Our coaching and professional learning emphasis has been reimagined to meet the needs of teachers and students during distance learning.

Reflections: Identified Need

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

The following chart reflects LA's Promise Charter High School's (LAPCHS) Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

LAPCHS has taken numerous steps to address findings from dashboard data and internal assessment data. This LCAP includes goals and actions that address the identified areas for growth, 8 State Priorities, and LCAP requirements.

The following chart reflects the Fall 2019 California Schools Dashboard for LAPCHS #1 and received an Orange performance level for the Suspension Rate Indicator.

- 2017-18 Suspension Rate: 4.2%

- 2018-19 Suspension Rate: 5%

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Hispanic	None	Yellow	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

In 2018-19, members of our leadership team participated in the California Association of Supervisors of Child Welfare and Attendance (CASCWA) to learn about strategies to improve student attendance and root causes. An office coordinator was hired to identify, monitor

and report to the leadership team, student attendance rates, and those at-risk for chronic absenteeism. The Leadership Team has implemented strategies recommended by CASCWA which include, daily calls to families, conducting parent meetings with the Principal to identify root causes and develop and implement an action plan, including a SART.

The 2020-21 school year started with all students participating in distance learning. In order to improve student attendance, participation and engagement LAPCHS staff utilized ParentSquare to send schoolwide, class-level or grade-specific messages. All families received weekly announcements via phone call, ParentSquare, our school’s website, and Facebook Social Media as requested by families. All announcements were translated to Spanish based on the 15% minimum language translation requirement.

LAPCHS developed and implemented tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

The SART program remains in effect to target students who are not present/engaged. Interventions are implemented including counseling, increased family outreach, referral to community agencies, and rewards for improvements in attendance and participation. As a result, our school has implemented a School Attendance Review Team (SART) that meets weekly to review student attendance rates, develop and implement action plans, monitor students at-risk, conduct home visits and implement strategies to decrease chronic absenteeism rates, including creating a safe and positive school culture and climate.

LAPCHS implemented its MTSS/ RTI system to support disengaged learners. These tiers involved the development of a culture focused on the advancement of student learning through targeted, systematic interventions that were tailored to individual student need, and remediation and enrichment embedded within the school day. LAPCHS continues to implement Positive Behavioral Interventions and Supports (PBIS) a proactive approach to improve school safety, promote positive behavior, and decrease suspension rates. Our school’s PBIS team continues to participate in PBIS training at LACOE, to implement evidence-based strategies to decrease suspension rates. Our tiered system of supports for students focuses on behavior prevention and intervention.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	71	4	3	4.2%	66.7%	33.3%
AFRICAN-AMERICAN	35	2	2	5.7%	100.0%	0.0%
HISPANIC	35	2	1	2.9%	0.0%	100.0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SWD	*	*	*	*	*	*

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	120	8	6	5.0%	83.3%	16.7%
AFRICAN-AMERICAN	43	6	4	9.3%	75.0%	25.0%
HISPANIC	73	2	2	2.7%	100%	0%
ELL	30	1	1	3.3%	100%	0%
SOC. ECON DISADV	100	5	5	5.0%	100%	0%
SWD	27	1	1	3.7%	100%	0%

Our school serves a highly vulnerable student population. During our initial years, many of our students demonstrated severe behaviors, and student discipline was at the forefront, as many of our teachers were in their first years in the classroom and lacked the skills and expertise needed to address students' social-emotional needs, in concert with a lack of resources to address serious behaviors. Many of our incoming students were transient, and experienced difficulties in previous years of schooling. Based on the nature of the infractions, and policies in the wording of our first petition requiring, suspension rates were high.

As a social-justice school, we recognized that we needed to implement stronger support systems and other Means of Correction as alternatives to suspension. The school hired a Dean of Student Culture to specifically address behavioral issues through a restorative approach. Appropriate changes have been made to our policies.

Through PBIS, the school has established a positive and supportive climate for high school learners. Over the years, all staff have been actively engaged in the implementation of PBIS, which is integral to improving school climate and culture. In the second year of partnership with LACOE for the PBIS cohort, we have developed a comprehensive Multi-Tiered System of Support to effectively address the needs of staff and students. The success of our PBIS implementation can be seen in all elements throughout school. The PBIS program received state-wide recognition from the California PBIS Coalition.

The Dean of Culture leads the PBIS team; monitors tiered reengagement strategies per SB98 (student attendance, engagement and participation). Dean of Culture ensures all teachers are using Kickboard; implements Village Council and ensures the social-emotional and behavioral student needs are met. The Dean of Culture has been highly successful in addressing and deescalating anger management; conducting weekly student recognition, leading PBIS training and meetings in addition to the collection and reporting of data.

LA's Promise Charter High School has been expanding by one grade level annually. As a result of the school's closure in March 2020 due to the COVID Pandemic, CAASPP and ELPAC Summative assessments were not administered. However, for the 2020-21 school year, LAPCHS administered the CAASPP (ELA & Math) assessments to students in grade 11, and results are currently pending.

The following chart provides the 2019-20 Fall-to-Winter NWEA MAP assessments in reading and mathematics. All grades have made a one-year growth in reading and mathematics as evidenced below by grade level, English Learners and Students with Disabilities (SWD).

2019-20 NWEA MAP RESULTS: READING														
GRADE LEVEL	FALL 2019			WINTER			WINTER INTERIM 2			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 9	189	183	193	190	183	193	203	194	206	14	11	13	1.62	1.16
GRADE 10	203	188	198	203	188	198	207	186	207	4	-2	9	1.43	0.96
GRADE 11	204	189	193	204	189	193	216	190	208	12	1	15	1.11	1.25
GRADE 12	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2019-20 NWEA MAP RESULTS: MATH														
GRADE LEVEL	FALL			WINTER			WINTER INTERIM 2			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 9	208	202	207	208	202	207	215	210	215	7	8	8	2.24	1.10
GRADE 10	215	207	211	215	207	211	221	211	218	6	4	7	2.14	1.16
GRADE 11	219	207	211	219	207	211	224	210	213	5	3	2	1.77	1.15
GRADE 12	--	--	--	--	--	--	--	--	--	--	--	--	--	--

As a result of the dashboard performance levels, and the 2019-20 NWEA MAP Assessments results, our staff developed and implemented a clear and robust distance learning platform that provided step-by-step instructions on how to participate in distance learning; including norms that must be adhered to and submitting completed assignments.

The following chart reflects 2020-21 NWEA MAP results while students were in distance learning which demonstrate inconsistent growth, learning loss, and learning gaps. Our 2021-22 LCAP was developed to address these gaps and accelerate learning.

2020-21 NWEA MAP RESULTS: READING												
GRADE LEVEL	Baseline - August 2020			Interim #1 - Fall 2020 (November)			Interim #2 - Winter 2021 (March)			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN. RIT	EL	SWD			
GRADE 9	206	201	201	202	190	190	203	191	191	1	1	1
GRADE 10	202	196	197	202	195	198	200	193	196	-2	-3	-2
GRADE 11	215	188	227	205	180	220	209	186	219	4	7	-1
GRADE 12	210	193	191	213	197	198	210	197	196	-3	0	-3

2020-21 NWEA MAP RESULTS: MATH												
GRADE LEVEL	Baseline - August 2020			Interim #1 - Fall 2020 (November)			Interim #2 - Winter 2021 (March)			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH
	MEAN. RIT	EL	SWD	MEAN. RIT	EL	SWD	MEAN RIT	EL	SWD			
GRADE 9	210	204	201	216	208	206	216	208	207	0	0	1
GRADE 10	210	207	207	216	213	216	219	215	218	3	2	2
GRADE 11	226	212	217	231	224	217	231	227	211	0	3	-6
GRADE 12	223	221	210	228	224	220	225	220	215	-2	-4	-5

LCAP Highlights

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

LA's Promise Charter High School's charter petition was renewed for an additional 5 years by its authorizer, Los Angeles County Office of Education (LACOE).

LAPCHS is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens, alignment with WASC, and key areas of focus for LA's Promise Charter High School:

- Goal #1: Develop & implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data and social-emotional data, in order to identify learning gaps in 'real-time.' Utilize data to continue to implement a Multi-Tiered System of Supports (MTSS) to identify and provide students with access to academic, social-emotional, and/or behavioral supports to increase student engagement and academic outcomes. (Aligns with WASC CAF #3)
- Goal #2: Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our students, and improve academic outcomes for all students, including English Learners and SWD. (Aligns with WASC CAF #1 & 2)

- Goal #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school's mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

LA's Promise Charter High School has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

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

Schools Identified

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

LA's Promise Charter High School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

LA's Promise Charter High School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

LA's Promise Charter High School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

LA's Promise Charter High School #1 engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. LA's Promise Charter High School #1 also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
1/27/2002	Parents/families	Attendance, School Culture, Student Achievement	Townhall
1/13/2021	Staff	Student Achievement: Instructional Strategies	Professional Development (Zoom)
2/10/2021	Staff	School Climate and Culture and student achievements	Professional Development (Zoom)
2/17/2021	Staff	Student Achievement LCAP	Professional Development (Zoom)
2/23/2021	Parents/families		ELAC families during Zoom meeting
2/24/2021	Staff	Student Achievement LCAP	Professional Development (Zoom)
2/24/2021	Parents/families	Attendance, School Culture, Student Achievement	Townhall
3/17/2021	Staff	School Climate and Student Achievement	Professional Development (Zoom)
3/25/2021	Staff	LCAP - Student Achievement: Follow the Data-NWEA analysis	Professional Development
4/20/2021	Parents/families	Introductions of ELAC Members Review of purpose ELPAC Testing Updates Re	ELAC families during (Zoom)
4/21/2021	Staff	ELO/LCAP - Ideas on how we should use funds	Staff Meeting (Zoom)
4/28/2021	Parents/families	Attendance, School Culture, Student Achievement	Townhall
5/19/2021	Staff	School Climate and Culture	Professional Development (In-Person)
5/26/2021	Parents/families	Attendance, School Culture, Student Achievement	
9/2/2021	Staff	Student Achievement: Instructional Strategies	Professional Development (Zoom)
9/7/2021	Parents/families	Attendance, School Culture, Student Achievement	Townhall
10/7/2021	Staff	Student Achievement: Instructional Strategies	Professional Development (Zoom)
10/14/2021	Staff	School Climate and Culture LCAP	Professional Development (Zoom)
10/28/2021	Parents/families	Attendance, School Culture, Student Achievement	Townhall
11/4/2021	Staff	Student Achievement: Instructional Strategies	Professional Development (Zoom)
11/18/21	Parents/families	Attendance, School Culture, Student Achievement	Townhall
12/2/2021	Staff	Student Achievement: Instructional Strategies	Professional Development (Zoom)
12/9/2021	Staff	Student Achievement LCAP	Professional Development (Zoom)
12/16/2021	Staff	School Climate and Culture LCAP	Professional Development (Zoom)
	Staff	School Climate and Culture (LGBTQ+)	Professional Development (Zoom)
	Parents/families	Stakeholder Engagement, Attendance	ELAC families during Zoom meeting

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team indicated the following areas for growth:

- To increase teacher capacity with supporting English Learners needs
- Provide ongoing coaching for all core areas: Math, Science, History & Science
- Continue to build teacher capacity

Teachers indicated they would like to receive ongoing coaching: ELA, Mathematics, Science, and History, and additional intervention/supports for English Learners.

Staff indicated there is a need to address learning loss, address student SEL needs, and strengthen student attendance.

Parents including PAC, and ELAC/DELAC indicated concerns over meeting high school graduation requirements and preparation for college.

Students indicated they would like to return to in-person instruction and are concerned with meeting course requirements to be eligible to apply for college.

SELPA Consultation – The school’s leadership consulted with its SELPA and suggestions were incorporated into Goal 1, Action 6 Supporting Students with Disabilities (SWD) and throughout components the 2021-22 LCAP

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

The input of stakeholders has been instrumental in the development of our school’s Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Academic Interventions and Supports to address and address learning loss: (Goal 1, Action 2)
- Social-emotional supports (Goal 1, Action 3)

- Supporting EL/ELD Program: (Goal 1, Action 4)
- Supporting Students with Disabilities: (Goal 1, Action 5)
- Promoting a College-going culture, CTE, Counseling, CCR Teacher: (Goal 1, Action 6)
- Professional Development: Instructional Coaching: ELA, History, Science & Math: (Goal 2, Action 2)

Goals and Actions

Goal

Goal #	Description
1	Develop & implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data and social-emotional data, in order to identify learning gaps in ‘real-time.’ Utilize data to continue to implement a Multi-Tiered System of Supports (MTSS) to identify and provide students with access to academic, social-emotional, and/or behavioral supports to increase student engagement and academic outcomes. (Aligns with WASC CAF #3)

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels, and to adequately prepare students for College (post-secondary) success. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	2020-21 results pending				+10-point Scale Score growth
Math CAASPP Scale Score - DFS	2020-21 results pending				+10-point Scale Score growth
HS: CA Science Test (CAST) Scale Score – DFS	* Not administered				+10-point Scale Score growth
Attendance Rate	91%				95%
Chronic Absenteeism Rate	23%				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	0%				0%
High School Graduation Rate	93.9%				>95%
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
% of students who complete UC A-G	66%				>90%
% of students who pass AP Exams (3+)	28%				50%
% of students “Prepared” for College as measured by ELA EAP	Results pending				20%
% of students “Prepared” for College as measured by Math EAP	Results pending				20%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELP: 21.4% (Very low)				40%
EL Reclassification Rate	11.3%				20%
% EL with access to CCSS & ELD Standards	100%				100%

* For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be	\$2,900	Y

Action #	Title	Description	Total Funds	Contributing
		<p>administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> • NWEA MAP (Gr 9-12): Reading, Language & Math – administered 3 times/year (2 times/year for Gr 11) • SBAC IABs & ICAs • State mandated Assessments 		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern is student academic performance in Reading and Math performance as measured by internal assessment data (NWEA MAP) Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day.</p> <p>LAPCHS will offer Summer School (July 2021) to address learning loss and credit recovery for our most vulnerable students: English Learners, and Students with Disabilities; in addition to UC A-G approved courses (AP Spanish & Physics) and a 9th grade Summer Bridge Program.</p> <p>LAPCHS will employ a Reading Interventionist to support students reading 3-4 years below grade level Tier 2 supports during PowerHour (intervention block).</p> <p>LAPCHS students will access the following program to accelerate learning:</p>	\$174,382	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Achieve 3000/Actively Learn – Lexile level set program used for reading intervention and to determine Lexile reading levels (administered 3 times/year) • iXL Math: provides differentiated math skills practice for students based on their performance level • Grammar Flip: comprehensive grammar and writing program that will be used in a blended learning environment. • Grammarly: provides digital writing assistance. • Wilson Reading Program: intensive tier 3 program, for students with word-level deficits and require multi-sensory language instruction or more intensive structured literacy instruction. 		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Another area of concern on the CA School Dashboard is suspension rates; and Chronic absenteeism rate (not currently reported in the dashboard for HS) schoolwide. LAPCHS is committed to providing social and emotional supports to support the mental health need of our students and identify the root causes of chronic absenteeism and suspension rates. This team will also participate in PBIS training at LACOE.</p> <p>The Dean of Culture that will lead PBIS, ensure implementation of SEL Program and initiatives (Advisory Program), implement systems that support a positive school climate and culture, and address root causes of behavior disruption. PBIS will be implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates.</p>	\$198,847	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Social Worker interns, in partnership with USC, will develop a plan of action so that students are back on track to succeed; will provide counseling services; and one-on-one with students; and group sessions.</p> <p>LAPCHS will utilize Kickboard platform to monitor and track student behavior, SEL competencies and measure across the entire school year and focus on different skills on a weekly/monthly/quarterly basis to correspond with specific SEL units of study.</p>		
4	STRENGTHENING EL PROGRAM & SERVICES	<p>LAPCHS will employ an ELD teacher to provide designated ELD, explicit language instruction to ELs, using Cengage/EDGE ELD curriculum and Kate Kinsella's Academic Toolkit.</p> <p>The ELD Paraprofessionals (Title I/ELO funded) will provide supplemental small group and individualized support for ELs/LtELs during designated ELD course, ELA and Math courses. ELs will also utilize Rosetta Stone, a supplemental program to help ELs build language proficiency.</p>	\$244,160	Y
5	SERVICES TO SUPPORT SWD	<p>LACOE is the SELPA Provider for LAPCHS. The SPED Coordinator (split between LAPCMS & LAPCHS) will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Our SPED program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program</p>	\$679,655	N

Action #	Title	Description	Total Funds	Contributing
		<p>services will include providing Special education teachers, Instructional aides and support staff.</p> <p>The SPED Team comprised of the SPED Coordinator, (2) RSPs, Paraprofessional, School Psychologist, and contracted services (Expatiate) will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p>		
6	PROMOTING A COLLEGE-GOING CULTURE	<p>In order to prepare students for success on SAT and other college related exams, the College Readiness class is offered; focused on increasing student performance in mathematics, based on assessment data that reveals that students need more support in the math standards. SAT workbooks will be purchased and utilized for test prep during the course. The College & Career Readiness course (elective) will cover SAT Prep, college entrance requirements, study skills, time management, and career planning using CCGI, which also tracks our graduates UC/CSU completion rates and these initiatives impact the College/Career Indicator on the CA Schools Dashboard.</p> <p>LAPCHS now offers CTE pathway is focused on the theme of Digital Media Arts and Entertainment. The school was awarded the Career Technical Education Integration Grant (CTEIG) to support growth of the CTE program.</p>	\$438,920	Y

Action #	Title	Description	Total Funds	Contributing
		LAPCHS also provides students with (3) Academic Counselors/College & Career; and a College Coordinator to ensure all students are on track to graduate and fulfill UC-A-G requirements, participate in dual enrollment, developed college plans and completed a career inventory assessments. With a focus on equity, LAPCHS will pay for college entrance examinations and AP examinations.		

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
2	Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our students, and improve academic outcomes for all students, including English Learners and SWD. (Aligns with WASC CAF #1 & 2)

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
		2020-21				2023-24
	ELA	4			ELA	5
	ELD	4			ELD	4
	MATH	4			MATH	4
	NGSS	4			NGSS	4
	HISTORY	4			HISTORY	4
	CTE	4			CTE	4
	HEALTH	4			HEALTH	4
	PHYSICAL ED.	4			PHYSICAL ED.	4
	VAPA	4			VAPA	4
	WORLD LANG.	3			WORLD LANG.	4
% of Teachers appropriately credentialed & assigned	61%				100%	
Gr 9 PFT: % students meeting all 6 HFZ	**Not administered				30%	

** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	LAPCHS will employ a Principal and a total of 13 appropriately credentialed and assigned classroom teachers for students in grades 9-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program. LAPCHS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.	\$1,108,692	Y

Action #	Title	Description	Total Funds	Contributing
		<p>All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development. Therefore a portion of salaries are being funded with LCFF S&C.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>LAPCHS educators will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 7 non-instructional days during the academic year. In order to improve the quality and delivery of instruction and build capacity among our educators LAPCMS will provide a robust professional development and intensive specialized coaching. Professional development days are used to improve knowledge and skills in order to facilitate individual, school-wide, and network-wide improvements for the purpose of increasing student achievement.</p> <p>To address the learning loss and findings from the initial student achievement data, professional development areas of focus include:</p> <ul style="list-style-type: none"> • Data-driven instruction • Universal Design for Learning (UDL) • Interpreting and analyzing assessments – align to curriculum • Data Cycles <p>In addition, the following content/subject area coaching/training will also take place:</p>	\$90,550	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> - CA Reading & Literature Project (CRLP) – evidence-based training for Humanities teachers on Literacy strategies - Math Instructional Coaching – for Math teachers on evidence-based inquiry strategies. - Science Instructional Coaching <p>Additional areas of focus will include:</p> <ul style="list-style-type: none"> • SPED training • ELD: Designated & Integrated • Conferences <p>The New Teacher Center will provide a coaching/training model for principals to align 6-12 practice:</p> <ul style="list-style-type: none"> • School leader convening • Identifying resources and constraints • Codifying academic strategy and system focus • Determine alignment between curriculum, school assessment and state assessments <p>The Dean of Student Culture and social workers will participate in training focusing on school climate and culture which impact attendance to further decrease chronic absenteeism.</p> <p>To support teacher effectiveness and credential clearance, LAPCMS will reimburse teacher induction expenses for 2 teachers. (Title II Funded)</p>		

Action #	Title	Description	Total Funds	Contributing
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Novels for ELA courses • CPM Math • TCI History • The Living Earth (Science) • Chemistry & Earth Systems • Physics • Vista Learning: AP Spanish Language • Vista Learning: AP Spanish Literature • Financial Literacy curriculum • Cengage (ELD) consumables 	\$24,354	N
4	CLOSING THE DIGITAL DIVIDE	<p>LAPCHS will continue to close the digital divide and implement a 1:1 student to device ratio install GoGuardian that allows teacher to monitor student activity remotely. The IT Director will conduct an annual technology needs assessment to ensure school needs are met.</p>	\$32,250	N

Goal Analysis

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

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

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

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

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

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

Goal

Goal #	Description
3	Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school’s mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Good				Good
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	pending				>80%
% of students who feel connected, safe and engaged at school as measured in the annual survey.	pending				>85%
% of staff who feel supported and connected as measured in the annual staff survey.	pending				>90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>LAPCH will implement initiatives outlined throughout the LCAP to promote a positive school climate, student engagement and a safe learning environment for all. Students will participate in outdoor learning experiences (field trips) aligned to the content standards providing relevant application to learning.</p> <p>LAPCHS has implemented a Project-based Learning Framework integrated with the CA Academic Standards to explore research in the areas of physical activity, physical achievement, nutrition, sports and health awareness. All seniors will participate, complete and present a Senior Capstone and Senior Defense Project.</p> <p>LAPCHS will implement Panorama SEL Surveys to all students, and annual surveys for parents and staff, which will be reported to stakeholders, on the LCAP and Local Indicators Report.</p> <p>LAPCHS will research competitive sports programs in order to launch a sports-focus at the school.</p>	\$46,594	Y
2	PARENT INPUT IN DECISION-MAKING	<p>At LAPCHS, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>LAPCHS will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their student's education. To keep families up to date on school events, promote parent engagement and participation, our <i>school's website</i> will be designed to be parent friendly, and staff will utilize Parent Square to as an additional method to communicate with families. Parents will also have access to <i>PowerSchool parent portal</i> where they can view their child's academic grades, coursework completion, attendance and communicate with school staff. Parents/guardians will be surveyed annually to measure satisfaction and seek input on the school's LCAP, and our educational program.</p> <p>The Principal will host parent workshops on</p> <p>LAPCHS will implement the Parent Promise program (funded by LA's Promise Fund) which provides workshops and trainings for families on a variety of topics; provides volunteer opportunities including ways to increase parent feedback, and support their student with College Planning. Additionally, PPP will also offer Citizenship and ESL classes for parents.</p>	\$8,202	Y
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>LAPCHS strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.</p>	\$603,819	N

Goal Analysis

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.34%	\$802,087

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

Required Descriptions

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

The following actions were principally directed towards and effective in meeting LA’s Promise Charter Middle School’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning has further exacerbated learning loss. Over 50% of our students are reading 4 or more years below grade level. In order to address this issue and the underlying issues, LA’s Promise Charter Middle School will administer NWEA MAP assessments as universal screeners aligned to its Multi-tiered System of Supports (MTSS); and provide tiered academic support built into the instructional day and also offered after-school, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils. Additionally, the COVID-19 global pandemic has increased rates of anxiety, depression and isolation as evidenced from feedback from our stakeholders.

- Goal 1, Action 1: Universal screeners
- Goal 1, Action 2: Academic supports, summer school and reading intervention
- Goal 1, Action 3: SEL supports including counseling
- Goal 1, Action 4: Supplemental supports for ELs/LtEL
- Goal 1, Action 6: Promoting a college-going culture; Counseling services, CTE
- Goal 2, Action 1: Longer school day, longer school year
- Goal 2, Action 2: Professional development/coaching to build teacher capacity

- Goal 3, Action 1: Promoting a positive school culture and safe learning environment
- Goal 3, Action 3: Parent education workshops; and strategies to promote parent engagement & participation

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.34% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families and the governing board and may be used to make mid-year modifications if necessary.

An area of concern is student academic performance in Reading and Math performance as measured by internal assessment data (NWEA MAP) Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

LAPCHS will offer Summer School (July 2021) to address learning loss and credit recovery for our most vulnerable students: English Learners, and Students with Disabilities; in addition to UC A-G approved courses (AP Spanish & Physics) and a 9th grade Summer Bridge Program. The Reading Interventionist to support students reading 3-4 years below grade level Tier 2 supports during PowerHour (intervention block). Over 50% of our students are reading 4+ years below grade level.

Another area of concern on the CA School Dashboard is suspension rates; and Chronic absenteeism rate (not currently reported in the dashboard for HS) schoolwide. LAPCHS is committed to providing social and emotional supports to support the mental health need of our students and identify the root causes of chronic absenteeism and suspension rates. This team will also participate in PBIS training at LACOE.

The Dean of Culture that will lead PBIS, ensure implementation of SEL Program and initiatives (Advisory Program), implement systems that support a positive school climate and culture, and address root causes of behavior disruption. PBIS will be implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional

learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

In order to prepare students for success on SAT and other college related exams, the College Readiness class is offered; focused on increasing student performance in mathematics, based on assessment data that reveals that students need more support in the math standards. SAT workbooks will be purchased and utilized for test prep during the course. The College & Career Readiness course (elective) will cover SAT Prep, college entrance requirements, study skills, time management, and career planning using CCGI, which also tracks our graduates UC/CSU completion rates and these initiatives impact the College/Career Indicator on the CA Schools Dashboard.

In order to strengthen the delivery of instruction, build teacher capacity, and ensure all teachers are appropriately credentialed and assigned which impacts student learning, engagement and academic outcomes, instructional coaches will be provided for each content area that will include ongoing coaching, observations, and feedback cycles.

To strengthen ELD instruction and EL proficiency of the English language, ELD Paraprofessionals will provide supplemental small group and individualized support for ELs/LtELs during designated ELD course, ELA and Math courses. ELs will also utilize Rosetta Stone, a supplemental program to help ELs build language proficiency.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,719,132	\$ 419,495	\$ -	\$ 514,698	3,653,325	\$ 2,510,546	\$ 1,142,781

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	MEASURING STUDENT PROGRESS - ASSESSMENTS	All				\$ 2,900	\$ 2,900
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 28,217	\$ 38,164		\$ 108,000	\$ 174,381
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 114,847			\$ 84,000	\$ 198,847
1	4	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 4,614	\$ 114,771		\$ 124,774	\$ 244,159
1	5	SERVICES TO SUPPORT SWD	SPED	\$ 472,912	\$ 151,744		\$ 55,000	\$ 679,656
1	6	PROMOTING A COLLEGE-GOING CULTURE	All	\$ 324,105	\$ 114,816			\$ 438,921
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 1,108,692				\$ 1,108,692
2	2	PROFESSIONAL DEVELOPMENT	All	\$ 42,550			\$ 48,000	\$ 90,550
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 24,354				\$ 24,354
2	4	CLOSING THE DIGITAL DIVIDE	All				\$ 32,250	\$ 32,250
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 6,820			\$ 39,774	\$ 46,594
3	2	PARENT INPUT IN DECISION-MAKING	All					\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 8,202				\$ 8,202
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 583,820			\$ 20,000	\$ 603,820

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,638,047	\$ 2,313,246
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 1,638,047	\$ 2,313,246

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	MEASURING STUDENT PROGRESS - ASSESSMENTS	schoolwide	EL, Li, FY	LAPCHS		\$ 2,900
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	EL, Li, FY	LAPCHS	\$ 28,217	\$ 174,381
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	EL, Li, FY	LAPCHS	\$ 114,847	\$ 198,847
1	4	STRENGTHENING EL PROGRAM & SERVICES	schoolwide	EL, Li, FY	LAPCHS	\$ 4,614	\$ 244,159
1	5	SERVICES TO SUPPORT SWD	schoolwide		LAPCHS	\$ 472,912	\$ 679,656
1	6	PROMOTING A COLLEGE-GOING CULTURE	schoolwide	EL, Li, FY	LAPCHS	\$ 324,105	\$ 438,921
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide	EL, Li, FY	LAPCHS	\$ 1,108,692	\$ 1,108,692
2	2	PROFESSIONAL DEVELOPMENT	schoolwide	EL, Li, FY	LAPCHS	\$ 42,550	\$ 90,550
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		LAPCHS	\$ 24,354	\$ 24,354
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide		LAPCHS		\$ 32,250
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide	EL, Li, FY	LAPCHS	\$ 6,820	\$ 46,594
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		LAPCHS		\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide	EL, Li, FY	LAPCHS	\$ 8,202	\$ 8,202
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		LAPCHS	\$ 583,820	\$ 603,820

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.