

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Luis Valdez Leadership Academy

Contact Name and Title

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2017-20 Plan Summary

The Story

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

The mission of the Luis Valdez Leadership Academy (LVLA) is to provide a rigorous academic program designed to instill a lifelong passion for learning and to equip students with the skills for social and academic success at community colleges and four-year universities. Through an emphasis on visual and performing arts, digital media and culturally sustaining pedagogy, LVLA will graduate empowered young adults who are poised, confident, and articulate leaders. Through a focus on the Spanish language, for both native speakers and Spanish language learners, LVLA students will use their education, bi-literacy and life experiences to create positive changes in their own lives, in their own families and within their communities. Through leadership, responsibility and resilience, LVLA graduates will make a positive impact on the East San Jose community and beyond.

The Luis Valdez Leadership Academy (LVLA) has been in operation for four years. It graduated its first class in the 2017-18 school year. LVLA currently serves approximately 377 9th-12th graders. The school community is 94.2% Latino, 84.6% are or have been English language learners, and 73% of students are on free or reduced lunch. In addition, 15% of the enrollment is comprised of Special Education students.

The English Language Learner breakdown is as follow:

23% are long-term English learners

5% are short-term English learners

56% are RFEP (Reclassified Fluent English Proficient) students

3% are IFEP (Initial Fluent English Proficient) students

In addition, 26% of these students come from single-parent families whereby 34% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 34.2%

attained an 8th and below grade level education, 30.2% attended high school without graduating, and 29.7% graduated high school. The remaining 5.8% of parents did not respond.

As a result, LVLA serves high-school students in one of the city's most educationally underserved areas – east-San Jose. With only 14.4% of graduating Hispanic/Latino students in east-San Jose eligible to apply to the UC/CSU system, LVLA's goal is to ensure that a significant percentage of students meet or exceed UC/CSU eligibility requirements. this year, 78% of the senior class had fully completed their "a-g" requirement. Moreover, at the time of writing this summary, 86% of the class had received college admission letters to 69 different four-year college and universities!

The faculty and staff at LVLA are passionate and dynamic, deeply dedicated to fulfilling the school's mission and vision. LVLA is committed to serving as role models for the school's 1st generation college-going population, particularly because the overwhelming majority of LVLA teachers were the first in their families to attend college.

In order to ensure that students reach their potential:

- 1) The LEA creates a safe and a clean learning environment by maintaining the school facility in good condition. Regular reviews of the facility are conducted and documented. Any issues that arise are addressed in partnership with the landlord.
- 2) The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. In addition, procedures for emergencies are in place.
- 3) The LEA implements a rigorous hiring process, which includes paper screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, and reference checks. Eighty-four percent of its teaching staff is credentialed and the remainder is in the process of clearing the state certification requirements. LEA provides teachers with the supplies and learning tools that are needed to successfully teach common core curriculum in their classrooms.
- 4) The LEA provides textbooks and ancillary resources to support teaching and learning.
- 5) The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, and college and career readiness.
- 6) The LEA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the LVLA community, which is reflected by LVLA's record of zero school suspension or expulsion of students!
- 7) The LEA offers every 9th grader a model Mexican-American History course designed in collaboration with a Stanford University history professor. The course seeks to empower students by giving the opportunity to explore the unique and complex history of Mexican-Americans in the SF Bay Area, California and beyond. The ultimate goal is that the Common Core-aligned curricular units designed in this course will be uploaded to an online portal through Stanford University that history teachers across the nation can access.

8) The LEA is home to a well-resourced Digital Media Lab to support the ACTOS course. ACTOS is an introductory visual and performing arts and digital media class, which is Common Core aligned and A-G approved as a visual and performing arts elective. Through ACTOS, students learn the core tenets of acting and theater, as well as how to produce and edit short films and documentaries. The ACTOS course sequence, which includes Digital Media I and II, Advanced Digital Media, Chicano Theater and Actor's Studio, will inform a series of career pathways for LVLA students. All ACTOS courses feature Common Core aligned curricula and form two career pathways.

9) In order to promote the school's college-going culture, LVLA offered seven overnight college trips to Southern California, Northern California and the East Coast that have served over 140 students annually. LVLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school holds regular fundraisers for these trips with the goal of making the college trips either free or low cost to LVLA families.

LCAP Highlights

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

LVLA's 4 year college admission rate is 82% of the class of 2019 was admitted to over 60 different four-year college and universities and 18% were accepted to a community college. In addition, over \$1,100,000 of scholarship money was awarded to students!

Graduation Rate 92%

A-G completion: 73 Seniors, or 76.8% of the class was "a-g" eligible at the 1st semester

Academics:

Passage rate of Student Exhibitions: 100%

Student-Led Conferences Completion Rate: 96%

The ACTOS program is a Digital Media and Acting/Theater course sequence aligned to Common Core curricula and also forms a two-career pathway. This year, over 200 students took courses in the ACTOS sequence.

Culturally Sustaining Math Unit:

The Math department chair and The Foundation for Hispanic Education Math lead collaborated to design a Common Core aligned and culturally sustaining statistics based unit to support the 10th-grade Exhibition project. The primary purpose of these modules is for students to learn how data can be used to interpret patterns that help us understand the lives of real people are impacted and to be able to interpret data and develop statistical language to tell a story to help others make sense of such social patterns.

Student Safety Nets & Enrichment Programs:

Collaboration meetings took place throughout the year to support struggling learners and higher level students with the objective to ensure that the appropriate intervention strategies met students'

learning needs. As a result, a Struggling Student Protocol, a Tutorial program, and a formalized PSAT program were established.

In addition, Student Led Conferences (SLCs) were held twice a year through the Advisory Program. The purpose of SLC is to have students lead a conference in their Advisory class and share out personal and academic goals, review transcripts and college lists with their families. Our school has consistently maintained over 90% completion rates throughout the past three years.

Student Engagement:

The LEA's focus on positive discipline and on one-on-one student/academic counselor conferences led to the following results, as an indicator of student engagement:

Suspensions: Expulsions: Dropout Rate:

2014-15: 0% 2014-15: 0% 2014-15: N/A

2015-16: 0% 2015-16: 0% 2015-16: N/A

2016-17: 0% 2016-17: 0% 2016-17: N/A

2017-18: 0% 2017-18: 0% 2017-18: 1%

2018-19: <1% 2018-19: 0% 2018-19: 8%

Seal of Bi-literacy:

25 of seniors received the Seal of Biliteracy

Golden State Seal Merit:

19 of seniors received the Golden State Seal Merit

Community Service/Leadership Development:

All students are encouraged to complete 100 hours of community service as a graduation requirement and as a means of reinforcing LVLA's mission. This academic year, LVLA launched two new initiatives to broaden our community service partnerships. The first one was the first annual LVLA Community Service, which was hosted in the fall. Over 15 community agencies and non-profits came to LVLA to recruit students to pursue community service with their respective agencies. In January, LVLA hosted its first MLK Jr. Community Action Day, where 250 of our students performed a day-long community action project. Projects included a march to City Hall to meet with city representatives, serving meals and volunteering at a local elderly home, a landscaping project to beautify the LVLA campus, and an anti-litter/anti-graffiti project.

Parent Engagement:

Weekly bilingual (Spanish/English) Parent workshops and meetings included the following topics:

- Student success and college attendance & admission
- Time management and handling stress
- Parenting and family strengthening strategies

- Attendance and punctuality
- Successful completion of A-G
- Student safety net programs available at LVLA
- Financial aid
- Maintaining student focus and motivation

Monthly coffees with the site director also took place during the academic year. Further, in an effort to obtain parent feedback, a school-wide stakeholder survey was developed and aligned to the LCAP's 8 State priorities. The instrument supported the development of agendas for parent meetings and Town Hall meetings. It will be distributed again in the Fall of 2019.

SBAC Performance, ELA:

Testing Year: 2017 2018 2019

% of Students Meeting or Exceeding Standard: 34.05% 34.00% 41.00% (Preliminary)

After an academic year that saw stagnation in LVLA students' ELA proficiency, our school achieved solid forward progress with this year's results. LVLA redoubled its efforts to encourage greater collaboration, increased vertical alignment, and data driven instructional decision making. These efforts will be emphasized and strengthened in the ensuing 19-20 year. Though our students' proficiency on this exam still can and will improve, this year's scores indicate our school is on the right track in order to make our students high school proficient in English Language Arts. This year's results represent the highest level of achievement for our students in English Language Arts in LVLA's history.

SBAC Performance, Mathematics:

Testing Year: 2017 2018 2019

% of Students Meeting or Exceeding Standard: 6.31% 10.20% 16.00% (Preliminary)

This year's scores on the SBAC Mathematics Exam represent the highest level of achievement in this subject area since the inception of this new exam for LVLA. Though there is still much room for improvement, these results indicate that our mathematics department is on the right path in terms of designing a more rigorous and intentional curriculum. The department has seen an increase in collaborative practices this academic year, as well as more intentional curricular decision making. This year's results provide a solid foundation to keep pushing the achievement level of our students to greater heights in mathematics.

Review of Performance

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

Greatest Progress

The LEA utilized two forms of assessment to measure both student proficiency (summative) and track growth (formative). Through the use of these tools, teachers were able to track student growth a minimum of three times a year. As a result, teachers within department groups collaborated together to share instructional strategies, make curriculum adjustments, align benchmarks and discussed progress to help students overcome specific skills that ensured mastery.

Similarly, the Measures of Academic Progress (MAP) platform was used to monitor student growth in Math, Reading and Language Usage. Below is the breakdown for grade level equivalency for both Reading and Math:

Student Achievement: (F= Fall, W = Winter, S = Spring)

Below is our NWEA/MAP grade level equivalency in Reading:

194 = 3rd Grade Equivalency
203 = 4th Grade Equivalency
209 = 5th Grade Equivalency
215 = 6th Grade Equivalency
220 = 7th Grade Equivalency
222 = 8th Grade Equivalency
225 = Freshmen Level Equivalency

Below is our NWEA/MAP grade level equivalency in Mathematics:

195 = 3rd Grade Equivalency
208 = 4th Grade Equivalency
219 = 5th Grade Equivalency
226 = 6th Grade Equivalency
233 = 7th Grade Equivalency
238 = 8th Grade Equivalency
241 = Freshmen Level Equivalency
242 = Sophomore Level Equivalency
245 = Junior Level Equivalency

9th Grade:

221.1 RIT Average - Mathematics (F)
218.8 RIT Average (W) [222.7]
223.3 RIT Average (S) {+1.9 RIT}

212.6 RIT Average - Reading (F)
209.9 RIT Average (W) [216.3]
213.8 RIT Average (S) {+1.3 RIT}

212.4 RIT Average - Language (F)
212.2 RIT Average (W) [215.8]
214.8 RIT Average (S) {+2.4 RIT}

10th Grade:

215.4 RIT Average - Mathematics (F)

216.5 RIT as 9th graders
 217.3 RIT Average (W) [217.8]
 218.4 RIT Average (S) {+3 RIT, +1.9 SFY}

211.9 RIT Average - Reading (F)
 208.8 RIT as 9th graders
 210.3 RIT Average (W) [213]
 210.6 RIT Average (S) {-1.4 RIT, +1.8 SFY}

213 RIT Average - Language (F)
 213.8 RIT as 9th graders
 208.8 RIT Average (W) [212.3]
 211.9 RIT Average (S) {-1.1 RIT, -1.9 SFY}

SBAC Performance, ELA:

Testing Year:	2017	2018
2019		
% of Students Meeting or Exceeding Standard:	34.05%	34.00%
41.00% (Preliminary)		

After an academic year that saw stagnation in LVLA students' ELA proficiency, our school achieved solid forward progress with this year's results. LVLA redoubled its efforts to encourage greater collaboration, increased vertical alignment, and data driven instructional decision making. These efforts will be emphasized and strengthened in the ensuing 19-20 year. Though our students' proficiency on this exam still can and will improve, this year's scores indicate our school is on the right track in order to make our students high school proficient in English Language Arts. This year's results represent the highest level of achievement for our students in English Language Arts in LVLA's history.

SBAC Performance, Mathematics:

Testing Year:	2017	2018	2019
% of Students Meeting or Exceeding Standard:	6.31%	10.20%	
16.00% (Preliminary)			

This year's scores on the SBAC Mathematics Exam represent the highest level of achievement in this subject area since the inception of this new exam for LVLA. Though there is still much room for improvement, these results indicate that our mathematics department is on the right path in terms of designing a more rigorous and intentional curriculum. The department has seen an increase in collaborative practices this academic year, as well as more intentional curricular decision making. This year's results provide a solid foundation to keep pushing the achievement level of our students to greater heights in mathematics.

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

Greatest Needs

SBAC Baseline (16-17) 2018-19

ELA: 34.05% ELA: 41%

Math: 6.31% Math: 16%

Level 2016-2017 2017-2018 2018-2019 (Preliminary)

Math (Grade 11) Number of Students Tested 96 102 67

4=Standard Exceeded (% of students) 1.05% 0.00% 3.00%

3=Standard Met (% of students) 5.26% 10.20% 13.00%

2=Standard Nearly Met (% of students) 18.95% 25.51% 30.00%

1=Standard Not Met (% of students) 74.74% 64.29% 54.00%

SBAC ELA (Grade 11) Number of Students Tested 96 102 70

4=Standard Exceeded (% of students) 7.45% 7.00% 11.50%

3=Standard Met (% of students) 26.60% 27.00% 30.00%

2=Standard Nearly Met (% of students) 30.85% 30.00% 26.50%

1=Standard Not Met (% of students) 35.11% 36.00% 31.00%

94 Students Tested

ELLs:

Math (17-18)

Number of Students Tested 25

4=Standard Exceeded (% of students) 0%

3=Standard Met (% of students) 0%

2=Standard Nearly Met (% of students) 0%

1=Standard Not Met (% of students) 100%

Math (18-19) (Preliminary)

Number of Students Tested 21

4=Standard Exceeded (% of students) 0%

3=Standard Met (% of students) 0%

2=Standard Nearly Met (% of students) 9%

1=Standard Not Met (% of students) 91%

ELA (17-18)

Number of Students Tested 25

4=Standard Exceeded (% of students) 0%

3=Standard Met (% of students) 0%

2=Standard Nearly Met (% of students) 32%

1=Standard Not Met (% of students) 68%

ELA (18-19) (Preliminary)

Number of Students Tested 23

4=Standard Exceeded (% of students) 0%

3=Standard Met (% of students) 4%

2=Standard Nearly Met (% of students) 22%

1=Standard Not Met (% of students) 74%

RFEPs:

Math (17-18)

Number of Students Tested 56

4=Standard Exceeded (% of students) 2%

3=Standard Met (% of students) 2%

2=Standard Nearly Met (% of students) 30%

1=Standard Not Met (% of students) 66%

Math (18-19) (Preliminary)

Number of Students Tested 46

4=Standard Exceeded (% of students) 4%

3=Standard Met (% of students) 20%

2=Standard Nearly Met (% of students) 37%

1=Standard Not Met (% of students) 39%

ELA (17-18)

Number of Students Tested 55

4=Standard Exceeded (% of students) 9%

3=Standard Met (% of students) 38%

2=Standard Nearly Met (% of students) 33%

1=Standard Not Met (% of students) 20%

ELA (18-19) (Preliminary)

Number of Students Tested 46

4=Standard Exceeded (% of students) 17%

3=Standard Met (% of students) 43%

2=Standard Nearly Met (% of students) 30%

1=Standard Not Met (% of students) 13%

Below is a comparison of the grade distribution for 2015/16 thru 2017/18

2015/16 Semester 1 Grades Distribution (As-Cs) 2016/17 Semester 1 Grades Distribution (As-Cs)
2017/18 Semester 1 Grades Distribution (As-Cs)

90% of grades for students in General Education 92% of grades for students in General Education
90% of grades for students in General Education

55% of grades for students in Special Education 93% of grades for students in Special Education
90% of grades for students in Special Education

By Language Proficiency (2015/16): By Language Proficiency (2016/17): By Language Proficiency
(2017/18):

ELLs: 71% received As-Cs ELLs: 86% received As-Cs ELLs: 84% received As-Cs

RFEPs: 94% received As-Cs RFEPs: 94% received As-Cs RFEPs: 92% received As-Cs

Steps to Improve:

In order to address this need, LVLA teachers will use formative and summative assessment platforms to track student growth a minimum of three times a year. Full implementation of these tools is expected to take place, across the Mathematics, English, and Special Education Departments during the 2018-2019 school year. As a result, teachers within department groups are expected to collaborate together to share instructional strategies, make curriculum adjustments, align benchmarks and discuss progress to help students overcome specific skills that ensured mastery. In addition, students will be given expanded access to some of the same comparative tools that are used by teachers. (Goal #2 addresses this need.)

English Language Learners:

At the March 1st and May 15th Town Hall meetings, the stakeholders pointed out that ELL students needed support in math and English. They inquired about the identification and support process available to students, as well as the types of professional development needed for teachers to work with language learners.

Steps to Improve:

In collaboration with TFHE, the ELL Handbook will be updated to include specific steps on how to maximize ELL strategies for both ELL and RFEP students. The ELL Handbook will be used to assist and inform parents and staff of the process, support, and interventions available. (The 2018-19 Goal #1 addresses this need.)

In addition, professional development sessions will focus on developing Instructional Practices in the areas of Academic Language and Discourse, ELL Scaffolding, and Effective Collaborative Grouping. Additionally, the sessions will include the reviewing and Assessing Student Work in order to develop a re-teach plan. (The 2018-19 Goal #1 addresses this need.)

In order to ensure that students' test anxiety and performance are reduced, full implementation of summative and formative measurement tools are expected to take place, across the Mathematics and English Departments, during the 2018-2019 school year. Further, as part of this implementation plan, students will also be able to have frequent data talks take place with teachers to review their progress. (The 2018-19 Goals #1, 2 & 3 address this need.)

Student Safety Nets:

At the March 1st and May 15th Town Hall meetings, the student progress updates were shared and discussed. The following rose to the surface and the stakeholders pointed out the following on A-G eligibility:

- What subjects do students need more support and what services are we setting in place to help them?
- What support systems are we going to use to help the students who can potentially be A-G eligible?
- How can we motivate the non-A-G eligible students so they can see that they are capable of reaching their college goals and start believing that college is an option for them?

Steps to Improve:

The following strategies and recommendations were discussed to address the above:

1. Summer Bridge:

Based on the placement exams administered during orientation day, offer a review math class for the students so they can have an opportunity to learn or re-learn math concepts, apply their knowledge through project-based learning activities. Program/course should include a pre and post assessment.

2. Motivation for Students:

College field trips will be available to all students, including those that are not A-G eligible. The purpose of this is to offer opportunities to visit and explore universities and imagine themselves in college.

3. Academic Plans:

For students who are not doing well academically, they will continue to meet individually with their counselors to get help and support where needed.

(The 2018-19 Goal #2 addresses the above 3 recommendations/strategies.)

Credit Recovery Options:

For students who are potentially eligible to meet A-G requirements.

Steps to Improve:

Credit Recovery options will be expanded. (Goal #2 addresses this need.)

Attendance/Student Engagement:

Average Daily Attendance:

2016-17	2017-18	2018-19
95%	93%	92.1%

Chronic absenteeism: 16% 9% 17.49%

Steps to Improve:

The LEA plans to address student retention, cumulative attendance rate, and chronic absenteeism, through updated attendance protocols and by having academic counselors, the parent coordinator, and administrators work closely with students to support them attending school on a daily basis.

(The 2018-19 Goal #1 addresses this need.)

Stakeholder Survey:

A Parent Satisfaction Survey was distributed and it was aligned to the LCAP's 8 priorities.

Steps to Improve:

Our return rate was 11.5%. New strategies will need to be developed to ensure that there is a higher return rate increase from our stakeholders during the Fall 2019.

(The 2018-19 Goal #1 addresses this need.)

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

Performance Gaps

SBAC scores - students meeting standard: (2018-19) Preliminary

Math: 16%

ELA: 41%

ELLs:

Math (17-18)

Number of Students Tested 25

4=Standard Exceeded (% of students)	0%
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3=Standard Met (% of students)	0%
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2=Standard Nearly Met (% of students)	0%
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1=Standard Not Met (% of students)	100%
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Math (18-19) (Preliminary)

Number of Students Tested 21

4=Standard Exceeded (% of students)	0%
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3=Standard Met (% of students)	0%
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2=Standard Nearly Met (% of students)	9%
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1=Standard Not Met (% of students)	91%
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ELA (17-18)

Number of Students Tested 25

4=Standard Exceeded (% of students)	0%
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3=Standard Met (% of students)	0%
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2=Standard Nearly Met (% of students)	32%
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1=Standard Not Met (% of students)	68%
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ELA (18-19) (Preliminary)

Number of Students Tested 23

4=Standard Exceeded (% of students)	0%
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3=Standard Met (% of students)	4%
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2=Standard Nearly Met (% of students)	22%
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1=Standard Not Met (% of students)	74%
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RFEPs:

Math (17-18)

Number of Students Tested 56

4=Standard Exceeded (% of students)	2%
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3=Standard Met (% of students)	2%
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2=Standard Nearly Met (% of students)	30%
1=Standard Not Met (% of students)	66%

Math (18-19) (Preliminary)

Number of Students Tested 46

4=Standard Exceeded (% of students)	4%
3=Standard Met (% of students)	20%
2=Standard Nearly Met (% of students)	37%
1=Standard Not Met (% of students)	39%

ELA (17-18)

Number of Students Tested 55

4=Standard Exceeded (% of students)	9%
3=Standard Met (% of students)	38%
2=Standard Nearly Met (% of students)	33%
1=Standard Not Met (% of students)	20%

ELA (18-19) (Preliminary)

Number of Students Tested 46

4=Standard Exceeded (% of students)	17%
3=Standard Met (% of students)	43%
2=Standard Nearly Met (% of students)	30%
1=Standard Not Met (% of students)	13%

When reviewing student growth from Fall 2016 and Spring 2017, in the areas of Language Usage and Mathematics, there was a decrease in growth for RFEP students, as follow:

Subject	2018-19	2016-17	2017-18
Language Usage	Data Not Yet Available	33%	36%
Mathematics	Data Not Yet Available	40%	47%

When reviewing student growth from Fall 2016 and Spring 2017, in the area of Reading, there was a decrease in growth for Special Education students, as follow:

Subject	2018-19	2016-17	2017-18
Reading	Data Not Yet Available	36%	45%

Steps to Address Performance Gap:

Through the use of formative and summative assessment platforms, teachers will be able to track student growth a minimum of three times a year. Full implementation of these tools is expected to take place, across the Mathematics, English and Special Education Departments, during the 2018-2019 school year. As a result, teachers within department groups are expected to collaborate together to share instructional strategies, make curriculum adjustments, align benchmarks and discuss progress to help students overcome specific skills that ensured mastery. In addition, students will be given expanded access to some of the same comparative tools that are used by teachers.

The LEA also plans to address students' achievement gaps by providing:

1. Counseling and socio-emotional support as needed.
2. More opportunities to motivate students
 - A. Role model program
 - i. Whereby teachers, staff, and outside professionals will share their experiences (specifically on financial aid, first and/or oldest family to attend college, and how to deal with the pressure, as well as setting an example for younger siblings).
 - B. Financial Aid -- additional support
 - i. Block off day so students can focus and complete scholarships and add Saturday sessions to support completion of applications
 - C. Career Exploration Opportunities
3. Provide additional support to RFEP students by providing a systematic approach to addressing reclassification needs, including but not limited to:
 - A. Professional development for teachers
 - B. Designated ELD support classes- have an additional class so they can focus more on their English development (required or also referred by teacher)
 - C. Continue with support group for RFEPs until their full mainstreaming

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.

Not a CSI school

Support for Identified Schools

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

Not a CSI school

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.

Not a CSI school

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

To maintain or increase student attendance and retention rates, maintain or decrease dropout rate and maintain or increase A-G completion for all students.
To maintain or increase parent involvement.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Graduation Rate
Retention Rate
Dropout rate
Attendance data
Chronic absenteeism data
Suspension/Expulsion data
Stakeholder surveys
A-G eligibility
CCSS Teacher participation rate
PD participation for Advisors/Teachers rate
ELLs making progress
RFEP data
Parent Participation rate

18-19

- Maintain or increase student attendance and retention rates, -
- Maintain or decrease dropout rate
- Maintain Suspension and Expulsion Rates
- Maintain or increase A-G completion for all students
- Maintain or increase parent involvement.
- Implement LEA-wide Stakeholder survey
- Increase RFEP rate
- Increase ELLs making progress rate
- Support Reclassification of Long-Term English Learners
- Increase Parent Participation

Baseline

Graduation Rate: N/A
Retention Rate: 92%
Dropout Rate: 0%
Attendance data: 95%
Suspension Rate: 0%
Expulsion Rate: 0%
A-G Eligibility: N/A
RFEPs: 7.7%
ELLs making progress: 27%
Long-term English Language Learners (6 years ++): 3 students
Parent Participation: 10%

Actual

Graduation Rate: 92%
Retention Rate: 86%
Dropout Rate: 8%
Attendance data: 92.1%
Suspension Rate: <1%
Expulsion Rate: 0%
A-G Eligibility: 76%
RFEPs: N/A at this time
ELLs making progress: N/A at this time
Long-term English Language Learners (6 years ++): N/A at this time
Parent Participation: 14.2%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Advisory Lead/Student-Led Conference stipends - CCSS professional development for teachers - Sports and clubs	- Advisory Lead/Student-Led Conference stipends - CCSS professional development for teachers - Sports and clubs	PD for Reclassification identification and support 5000-5999: Services And Other Operating Expenditures Base \$3,000	PD for Reclassification identification and support 5000-5999: Services And Other Operating Expenditures Base \$3,000
		Advisory Lead/SLC Stipends 1000-1999: Certificated Personnel Salaries Base \$18,000	Advisory Lead/SLC Stipends 1000-1999: Certificated Personnel Salaries Base \$54,000
		CCSS PD 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000	CCSS PD 5800: Professional/Consulting Services And Operating Expenditures Base \$4,809
		Sports & clubs 5000-5999: Services And Other Operating Expenditures Base \$20,000	Sports & clubs 5000-5999: Services And Other Operating Expenditures Base \$9,411
		2 - Digital Media Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$188,921	2 - Digital Media Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$195,013
		Cost for Additional Site to Implement Digital Media Program 5000-5999: Services And Other Operating Expenditures Supplemental \$209,225	Cost for Additional Site to Implement Digital Media Program 5000-5999: Services And Other Operating Expenditures Supplemental \$191,247

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Parent Coordinator & Services	Parent coordinator & Services	Parent coordinator 2000-2999: Classified Personnel Salaries Title I \$109,798	Parent coordinator 2000-2999: Classified Personnel Salaries Title I \$91,001
		Parent Workshops & meetings 4000-4999: Books And Supplies Title I \$2,000	Parent Workshops & meetings 4000-4999: Books And Supplies Title I \$1,834
		Recognition program 4000-4999: Books And Supplies Title I \$1,000	Recognition program 4000-4999: Books And Supplies Title I \$1,000
		Surveys 5000-5999: Services And Other Operating Expenditures Title I \$1,000	Surveys 5000-5999: Services And Other Operating Expenditures Title I \$1,000
		Parent Outreach 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$57,200	Parent Outreach 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,488

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Site based Mental Health Counselors - Mental Health Coordinator - College Field Trips - English Language Development training and support of English Acquisition - Dean of Students - Chromebooks	- Site based mental health counselor - Mental health coordinator - ELD PD - College field trips to Sacramento and Southern California - Dean position - Student Chromebooks	Site based Mental Health Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$28,000	Site based Mental Health Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$28,350
		Mental Health Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$53,127	Mental Health Director 1000-1999: Certificated Personnel Salaries Supplemental \$52,807
		College Field Trips 4000-4999: Books And Supplies Supplemental \$5,000	College Field Trips 4000-4999: Books And Supplies Supplemental \$8,875
		ELD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000	ELD PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,886

		Student Transportation 4000-4999: Books And Supplies Supplemental \$24,000	Student Transportation 4000-4999: Books And Supplies Supplemental \$16,985
		Chromebooks 4000-4999: Books And Supplies Supplemental \$37,073	Chromebooks 4000-4999: Books And Supplies Supplemental \$37,028
		Dean of Students 2000-2999: Classified Personnel Salaries Supplemental \$42,726	Dean of Students 2000-2999: Classified Personnel Salaries Supplemental \$42,726

Analysis

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

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

The actions and services articulated above were implemented during the 2018-19 school year to achieve the various components of Goal #1.

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

The actions and services described above helped us to ensure the goals listed above were prioritized. This year, 2018-19, LVLA increased the percentage of Seniors who were eligible, as 81% of the Seniors class achieved a-g eligibility and were admitted to four year college and universities. Furthermore, LVLA increased it's enrollment and retention of students. Our actions and services were ineffective in increasing our attendance rates, This year our ADA dropped by an average of 2-3 percentage points per month and is close to 92% daily.

98% of our parents reported that they felt encouraged and welcomed to participate in our school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Collective Bargaining Agreement required higher stipends than expected. Also, Parent Coordinator salary budget included stipends that were not used and the total number of students participating in the Clipper Card program was lower than initially budgeted.

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

No changes were made to Goal 1

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

To provide academic and social-emotional support through Advisory and Tutorial to ensure that students are on track for a four year graduation and completion of A-G requirements

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student grades Attendance for Tutorial and Advisory Student led conference completion rates A-G Eligibility Cycles of inquiry and analysis of student work ELLs making progress RFEP data SBAC data Successful completion Credit Recovery programs Participation in Summer Bridge programs Participation in tutoring and/or Saturday school tutoring	Students grades: As-Cs: 80% Student-led conference completion: 100% A-G Eligibility: 76% ELLs making progress: N/A at this time RFEPs: N/A at this time Suspensions: <1% Expulsions: 0%

Expected

18-19

Provide academic and social-emotional support through Advisory and Tutorial to ensure that students are on track for a four year graduation and completion of A-G requirements

Baseline

Students grades: As-Cs: 88%
 Student-led conference completion: 100%
 A-G Eligibility: 62%
 ELLs making progress: 27%
 RFEPs: 7.7%
 Suspensions: 0%
 Expulsions: 0%

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Monitor 9th-11th graders A-G pathway - Monitor Student grades - Provide Tutorial and Advisory time for students - Support Student-led exhibitions - Support Cycles of Inquiry and Analysis of student work - College field trips - P.D. for Restorative Justice - Credit Recovery options - Summer Bridge program	- Monitor 9th-11th graders A-G pathway - Monitor Student grades - Provide Tutorial and Advisory time for students - Support Cycles of Inquiry and Analysis of student work - College field trips - Credit Recovery options (Cyber High) - Summer Bridge program - Tutoring support (TRIO)	Academic Counselors 1000-1999: Certificated Personnel Salaries Base \$202,826 Stipends for Tutorial and Advisory 1000-1999: Certificated Personnel Salaries Base \$18,000 Conferences and Trainings on Serving High-Need Students 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000	Academic Counselors 1000-1999: Certificated Personnel Salaries Base \$138,463 Stipends for Tutorial and Advisory 1000-1999: Certificated Personnel Salaries Base \$54,000 Conferences and Trainings on Serving High-Need Students 5000-5999: Services And Other Operating Expenditures Supplemental \$12,636

Saturday School and tutoring support		5000-5999: Services And Other Operating Expenditures Base \$2,000	N/A
		College field trips 5000-5999: Services And Other Operating Expenditures Base \$5,000	College field trips 5000-5999: Services And Other Operating Expenditures Base \$8,875
		Teacher Collaboration time across content areas/data analysis 4000-4999: Books And Supplies Base \$1,000	Teacher Collaboration time across content areas/data analysis 4000-4999: Books And Supplies Base \$962
		Director of College and Career 2000-2999: Classified Personnel Salaries Supplemental \$43,427	Director of College and Career 2000-2999: Classified Personnel Salaries Supplemental \$42,829
		TEN 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,875	TEN 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$14,000
		Additional Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$56,705	Additional Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental 63,529.86

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Credit Recovery programs	Credit Recovery programs	Credit recovery programs 5000-5999: Services And Other Operating Expenditures Base \$2,975	Credit Recovery programs 5000-5999: Services And Other Operating Expenditures Base \$2,975
		Summer Bridge 0000: Unrestricted Other \$25,000	Summer Bridge 0000: Unrestricted Other \$34,143
		Saturday School & Tutoring Support 1000-1999: Certificated Personnel Salaries Title I \$3,000	Saturday School & Tutoring Support 1000-1999: Certificated Personnel Salaries Title I \$8,120

Analysis

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

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

LVLA implemented the vast majority of actions and services articulated above to support Goal #2. The majority of the service focused on counseling, advisory and tutorial support for students to ensure on time graduation and a-g completion.

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

Overall, the actions and services that were were effective in supporting a high A-G completion rate (81%) and even higher graduation rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LEA budgeted for a couple expenditures that did not fully materialize. LVLA did not host Saturday Schools during the 2018-19 school year, and therefore did not incur an expense related to this item, but did provide tutoring support. Furthermore, the amount spent on academic counselors was budgeted at a higher amount than was actually spent on counselors due to the school downsizing from two counselors to one. Lastly, Summer Bridge saw an actual expenditure of slightly higher than \$25,000, at \$34,143 for the 2018-19 summer program.

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

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

- 9th and 10th grade students will demonstrate progress using the NWEA/MAP; 11th grade students will demonstrate at least the same passing rate of the SBAC as the neighborhood high schools with the same demographics

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator - NWEA/MAP assessment data for 9th and 10th graders - SBAC for 11th graders - Teacher attendance at CCSS workshops/in-services (sign-in sheets/evaluations) - BTSA participation 18-19 9th and 10th grade students will demonstrate progress using the NWEA/MAP 11th grade students will demonstrate at least the same passing rate of the SBAC as the neighborhood high schools with the same demographics	Similarly, the Measures of Academic Progress (MAP) platform was used to monitor student growth in Math, Reading and Language Usage. Below is the breakdown for grade level equivalency for both Reading and Math: Student Achievement: (F= Fall, W = Winter, S = Spring) Below is our NWEA/MAP grade level equivalency in Reading: 194 = 3rd Grade Equivalency 203 = 4th Grade Equivalency 209 = 5th Grade Equivalency 215 = 6th Grade Equivalency 220 = 7th Grade Equivalency

Expected

Baseline

- NWEA/MAP assessment data for 9th and 10th graders

Math:

39% of all 9th students and 58% of all 10th-grade students met/exceeded growth target

Reading:

43% of all 9th students and 35% of all 10th-grade students met/exceeded growth target

Language Usage:

34% of all 9th students and 33% of all 10th-grade students met/exceeded growth target

SBAC: N/A

Actual

222 = 8th Grade Equivalency

225 = Freshmen Level Equivalency

Below is our NWEA/MAP grade level equivalency in Mathematics:

195 = 3rd Grade Equivalency

208 = 4th Grade Equivalency

219 = 5th Grade Equivalency

226 = 6th Grade Equivalency

233 = 7th Grade Equivalency

238 = 8th Grade Equivalency

241 = Freshmen Level Equivalency

242 = Sophomore Level Equivalency

245 = Junior Level Equivalency

9th Grade:

221.1 RIT Average - Mathematics (F)

218.8 RIT Average (W) [222.7]

223.3 RIT Average (S) {+1.9 RIT}

212.6 RIT Average - Reading (F)

209.9 RIT Average (W) [216.3]

213.8 RIT Average (S) {+1.3 RIT}

212.4 RIT Average - Language (F)

212.2 RIT Average (W) [215.8]

214.8 RIT Average (S) {+2.4 RIT}

Expected

Actual

10th Grade:

215.4 RIT Average - Mathematics (F)

216.5 RIT as 9th graders

217.3 RIT Average (W) [217.8]

218.4 RIT Average (S) {+3 RIT, +1.9 SFY}

211.9 RIT Average - Reading (F)

208.8 RIT as 9th graders

210.3 RIT Average (W) [213]

210.6 RIT Average (S) {-1.4 RIT, +1.8 SFY}

213 RIT Average - Language (F)

213.8 RIT as 9th graders

208.8 RIT Average (W) [212.3]

211.9 RIT Average (S) {-1.1 RIT, -1.9 SFY}

- BTSA/Teacher Induction: 100%

SBAC:

ELA 41%

Math 16%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
On-going professional development for curriculum alignment to CCSS	- Science NGSS PD - ALLOY PD and Platform Fees - Induction Support	PD/Conferences/Training & ancillary materials 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000	PD/Conferences/Training & ancillary materials 5000-5999: Services And Other Operating Expenditures Supplemental \$2,885.17
and the purchase of new materials		CCSS and Content Coaching 5000-5999: Services And Other Operating Expenditures Base \$3,000	CCSS and Content Coaching 5000-5999: Services And Other Operating Expenditures Base \$2,886
- Provide coaching support for teachers in instructional practices and positive behavior - BTSA Mentor		PD testing strategies for ALLOY, NWEA/MAP, SBAC 5000-5999: Services And Other Operating Expenditures Base \$10,000	PD testing strategies for ALLOY, NWEA/MAP, SBAC 5000-5999: Services And Other Operating Expenditures Base \$38,638
		BTSA Mentor 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000	Teacher Induction (BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000
		Alloy PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$37,951	Alloy PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$34,891
		Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental \$33,119	Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental \$52,173
		Additional Admin to Implement Program 5000-5999: Services And Other Operating Expenditures Supplemental \$77,119	Additional Admin to Implement Program 5000-5999: Services And Other Operating Expenditures Supplemental \$95,590

Analysis

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

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

During the 18-19 school year, LVLA implemented a formalized assessment system using the ALLOY platform in every content course to measure and assess student growth in both skill and content. Teachers were given PD time at the beginning of the school year to design assessments in their department PLCs. The ALLOY assessments were designed to provide teachers data that could drive instruction and lead to SBAC and MAP growth.

LVLA saw SBAC growth from 16-17 to 17-18 in Mathematics, while English scores remained steady. MAP and SBAC growth for 2018-19 will be evaluated at the end of this school year.

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

Our actions and services to support Goal #3 were successful in raising SBAC math scores slightly, but there is still substantial growth that needs to occur to be comparable to local neighborhood comprehensive high schools. Our English SBAC scores are on par with those of the local neighborhood high schools and have remained steady for two consecutive years.

MAP has been a relatively strong predictor of SBAC performance and LVLA to believe it can be an effective tool to measure student growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The slight difference is due to an increase of teacher salaries per CBA and contracts coming in at a slightly hired rate than projected.

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

There were no changes made this year to Goal #3

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Introduction:

The Luis Valdez Academy is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, the LEA used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, student data, as well as proposed actions and services.

Stakeholder Satisfaction Survey:

There was a 15% return rate. The following feedback was noted:

Community Engagement:

The following groups were actively involved in the LCAP development process described below:

Parent Advisory Committee (PAC):

The LEA formed a Parent Advisory Committee (PAC) and this group formally met to go over the LCAP (November 25, 2018, February 6th and April 2, 2019). This group was comprised of parents of low-income students, English Learners and Foster Youth. Members of the PAC were also members of both ELAC and SSC. Parent representatives were encouraged by the administration and teaching staff to take a leadership role in ELAC, PAC, SSC and PTSA. As a result, four parent representatives, who served in ELAC, SSC or PTSA, agreed to also participate in the PAC. In addition to the parent representatives mentioned, the committee was also comprised of certificated staff, students, site administrators, union representatives, the Chief Academic Officer, and other central office charter school administrative staff.

On May 15, 2018, the Preliminary LCAP was presented to the PAC. The group indicated that they were satisfied with the report and the 3-year plan and were satisfied to forward the Plan to the Charter School Committee. Likewise, the group had no questions to submit to the Charter School Committee members on the LCAP, LCFF and the budget review.

Parents and Students:

In March and May parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. These sessions covered all of the following: 1) California State Standards, 2) the Local Funding Formula (LCFF) and the 3) Local Control Accountability Plan (LCAP). These meetings occurred in conjunction with each school site's monthly SSC and ELAC (10, 22/18, 11/26/18, 2/6/19 and 4/2/19). In addition, site administrators presented the information shared in the May 14th Townhall meeting and solicited input from parents at the Principal's "cafecito" and at the regularly scheduled bilingual (Spanish/English) parent workshops, during the month of April 2018. In addition, in an effort to promote year-round involvement in the implementation of the LCAP, in addition to the above engagement meetings, site administrators invited parents to email, call or meet with them at their convenience to hear their input, concerns, and ideas.

The Community-at-Large:

Community members were invited to attend the November 25, 2018, February 6th and April 2, 2019 Townhall meetings. These meetings were held at the school site. The meetings were conducted in both English and Spanish. Following both Townhall meetings, an overall meeting was held on May 15th to discuss and review the proposed actions, plans, and services for the upcoming 3-year plan, beginning in 2019-20. Their ideas and proposals were integrated into each of the goals.

The Local Business Community:

The President and the Vice President for The Foundation for Hispanic Education met with business leaders to engage them in the vision and mission of the Latino College Preparatory Academy. As a result, the EL students have profited from the comprehensive partnership between the LEA, local business leaders, and Foundation officers by:

- having access to career pathways
- the building and remodeling of the LEA's premise, and
- the support towards students' achievement and access to A-G requirements

Teachers' Union Representatives:

Teachers and their representatives attended all staff and faculty weekly meetings. In addition, teacher representatives attended and participated in the Townhall meetings of March 1st and May 14th, 2018.

District/Central Office Staff:

- Monthly Faculty meetings were held at the school site, where input on the development of the LCAP was obtained and agendaized during the months of, February, March, and April.
- Site-based department meetings were held on a monthly basis and the LCAP was discussed among teachers in the departments - August 2018 thru May 2019

- The Chief Academic Officer and Vice President held monthly meetings with site directors. The LCAP and its development, including the importance of stakeholder engagement, was discussed at each of these meetings. Progress reports were also given related to the level of goal attainment. - August 2018 thru June 2019.

The Charter School Committee:

It is an integral part of the governance team for the Luis Valdez Leadership Academy providing local accountability. The Charter School Committee has been involved in the LCAP development and approval process throughout the process.

- Quarterly Charter School Committee meetings were held and the LCAP development was agendaized
- A Preliminary Review of the draft LCAP was held as an informational item on April 2, 2019
- A Public Hearing on the LCAP was held on June 5, 2019.
- The Charter School Committee adopted the LCAP on June 5, 2019.

15% of parents responded to the LCAP Stakeholder Survey.

Impact on LCAP and Annual Update

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

The input received during the process detailed above demonstrated the public's commitment to the education of the community's students. Discussions and feedback were held based on 1) what is already in place but needs improvement, 2) what is already in place but can be eliminated, and 3) ideas for supporting student learning via the eight state priorities that should be considered but are not in the LCAP.

Thematically, the stakeholder feedback demonstrated that the LEA should prioritize its efforts as follows:

1. Improve academic achievement - State Priority 4
2. Improve campus climate and culture - State Priority 6
3. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the school.
- State Priority 3
4. Improve alignment of CCSS ELD Standards across disciplines - State Priority 2

These priorities result from important feedback from stakeholders. The following recommendations resulted in modifications, additions or deletions include the following:

- Reworded the LCAP Goals to clarify language
- Provide teachers professional learning that supports CCSS lessons - Incorporated into Goal 1 and Goal 3
- Provide professional learning that supports literacy strategies for English Learners - Incorporated into Goal 1
- Provide additional academic support opportunities for students during class time and after school - Incorporated into Goal 2
- Increase services and more closely connect school counselors to student academic and social issues - Incorporated into Goal 2
- Provide coaching support for teachers in instructional practices and positive behavior strategies - Incorporated into Goal 3
- Increase parent engagement, communication and involvement - Incorporated into Goal 1

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. The LEA will fully implement CCSS including ancillary materials and professional development - Goals 1 and 3
2. The Restorative Justice strategy will be fully implemented in every classroom - Goal 2
3. English Language Development department will provide support across all content areas- Goal 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

To maintain or increase student attendance and retention rates, maintain or decrease dropout rate and maintain or increase A-G completion for all students.

To maintain or increase parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Identify English Learners quickly and support strategies that maximize comprehensive input for ELLs and RFEPs
Support students to apply, attend and succeed in college
Implementing CCSS into the classroom and support pupil outcomes on state testing
Increase Parent Engagement to better support students
ELD department will provide support across all content areas

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate Retention Rate Dropout rate Attendance data Chronic absenteeism data Suspension/Expulsion data Stakeholder surveys A-G eligibility CCSS Teacher participation rate PD participation for Advisors/Teachers rate ELLs making progress RFEP data Parent Participation rate	Graduation Rate: N/A Retention Rate: 92% Dropout Rate: 0% Attendance data: 95% Suspension Rate: 0% Expulsion Rate: 0% A-G Eligibility: N/A RFEPs: 7.7% ELLs making progress: 27% Long-term English Language Learners (6 years ++): 3 students Parent Participation: 10%	Baseline: Graduation Rate: 98.9% Retention Rate: 99% (senior cohort) Dropout rate (cohort) 1% Attendance rate: 92.54% Chronic absenteeism rate: 9.33% Suspension/Expulsion rate: 0% Stakeholder surveys: 15% return rate A-G eligibility (senior class) 76.8% ELLs making progress: N/A RFEP rate: N.A Parent Participation rate: 15% (as evidenced by stakeholder survey)	Graduation Rate: 92% Retention Rate: 89% Dropout Rate: 8% Attendance data: 92% Suspension Rate: <1% Expulsion Rate: 0% A-G Eligibility: 76% RFEPs: N/A ELLs making progress: N/A Long-term English Language Learners (6 years ++): students Parent Participation: 14.2%	• Maintain or increase student attendance and retention rates, - • Maintain or decrease dropout rate • Maintain Suspension and Expulsion Rates • Maintain or increase A-G completion for all students • Maintain or increase parent involvement. • Implement LEA-wide Stakeholder survey • Increase RFEP rate • Increase ELLs making progress rate • Support Reclassification of Long-Term English Learners

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				Increase Parent Participation

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- Site based social worker
- College field trips
- Advisory Lead/Student-Led Conference stipends
- CCSS professional development for teachers

2018-19 Actions/Services

- Advisory Lead/Student-Led Conference stipends
- CCSS professional development for teachers
- Sports and clubs

2019-20 Actions/Services

- Advisory Lead/Student-Led Conference stipends
- CCSS professional development for teachers
- Sports and clubs

- Professional development for Advisors/Teachers in Restorative

Justice

- English Language Development training and support of English

Acquisition

- Instructional materials and software
- Parent workshops/meetings
- Implement new attendance protocols
- Sports and clubs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD for Reclassification identification and support	5000-5999: Services And Other Operating Expenditures PD for Reclassification identification and support	5000-5999: Services And Other Operating Expenditures PD for Reclassification identification and support
Amount	\$26,000	\$18,000	\$18,000
Source	Concentration	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Site based social worker/Mental health counseling	1000-1999: Certificated Personnel Salaries Advisory Lead/SLC Stipends	1000-1999: Certificated Personnel Salaries Advisory Lead/SLC Stipends

Amount	\$78,052	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Support for ACTOS and Performing Arts	5800: Professional/Consulting Services And Operating Expenditures CCSS PD	5800: Professional/Consulting Services And Operating Expenditures CCSS PD
Amount	\$18,000	\$20,000	\$20,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Advisory Lead/SLC Stipends	5000-5999: Services And Other Operating Expenditures Sports & clubs	5800: Professional/Consulting Services And Operating Expenditures Sports & clubs
Amount	\$5,000	\$188,921	\$188,921
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD	1000-1999: Certificated Personnel Salaries 2 - Digital Media Teachers	1000-1999: Certificated Personnel Salaries 2 - digital Media Teachers
Amount	\$5,000	\$209,225	\$209,225
Source	Concentration	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures PD ELD	5000-5999: Services And Other Operating Expenditures Cost for Additional Site to Implement Digital Media Program	5000-5999: Services And Other Operating Expenditures Cost for Additional Site to Implement Digital Media Program
Amount	\$3,000		
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Instructional materials & Software licenses	4000-4999: Books And Supplies Instructional materials & Software licenses	4000-4999: Books And Supplies Instructional materials & Software licenses

Amount	\$3,000		
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Collaboration time for ELD teacher & classroom teachers	1000-1999: Certificated Personnel Salaries Collaboration time for ELD teacher & classroom teachers	1000-1999: Certificated Personnel Salaries Collaboration time for ELD teacher & classroom teachers
Amount	0		
Budget Reference	Attendance protocols	Attendance protocols	Attendance protocols
Amount	\$30,000		
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Sports & clubs	5800: Professional/Consulting Services And Operating Expenditures Sports & clubs	5800: Professional/Consulting Services And Operating Expenditures Sports & clubs

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: LEA-Wide
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Parent Coordinator & Services

2018-19 Actions/Services

Parent Coordinator & Services

2019-20 Actions/Services

Parent Coordinator & Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,575	\$109,798	\$113,091
Source	Base	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Parent coordinator	2000-2999: Classified Personnel Salaries Parent coordinator	2000-2999: Classified Personnel Salaries Parent coordinator
Amount	\$2,000	\$2,000	\$2,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Parent Workshops & meetings	4000-4999: Books And Supplies Parent Workshops & meetings	4000-4999: Books And Supplies Parent Workshops & meetings
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Recognition program	4000-4999: Books And Supplies Recognition program	4000-4999: Books And Supplies Recognition program
Amount	\$1,000	\$1,000	\$1,000
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Surveys	5000-5999: Services And Other Operating Expenditures Surveys	5000-5999: Services And Other Operating Expenditures Surveys

Amount		\$57,200	\$57,200
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Parent Outreach	5800: Professional/Consulting Services And Operating Expenditures Parent Outreach

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	Modified Action	
	- Site based Mental Health Counselors - Mental Health Coordinator - College Field Trips - English Language Development training and support of English Acquisition - Dean of Students - Chromebooks	- Site based Mental Health Counselors - Mental Health Coordinator - College Field Trips - English Language Development training and support of English Acquisition - Dean of Students - Chromebooks

Budgeted Expenditures

Amount		\$28,000	\$28,000
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Site based Mental Health Counselors	5800: Professional/Consulting Services And Operating Expenditures Site based Mental Health Counselors
Amount		\$53,127	\$55,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Mental Health Coordinator	1000-1999: Certificated Personnel Salaries Mental Health Coordinator
Amount		\$5,000	\$5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies College Field Trips	4000-4999: Books And Supplies College Field Trips
Amount		\$3,000	\$3,000
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures ELD Professional Development	5800: Professional/Consulting Services And Operating Expenditures ELD Professional Development
Amount		\$24,000	\$24,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Student Transportation	4000-4999: Books And Supplies Student Transportation
Amount		\$37,073	\$37,073
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Chromebooks	4000-4999: Books And Supplies Chromebooks

Amount		\$42,726	\$42,726
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Dean of Students	2000-2999: Classified Personnel Salaries Dean of Students

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

To provide academic and social-emotional support through Advisory and Tutorial to ensure that students are on track for a four year graduation and completion of A-G requirements

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Provide additional academic support opportunities for students during class time and after school
Identify at-risk students quickly and support through Advisory and Tutorial programs and Restorative Justice Program for positive discipline.
Provide modifications to grade level exhibition projects that support the learning needs of ELLs, SpEd students, Foster youth, and SES

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student grades Attendance for Tutorial and Advisory	Students grades: As- Cs: 88%	Student grades Student led conference completion rate: 100%	Student led conference completion rate: 100%	Provide academic and social-emotional support through Advisory and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student led conference completion rates A-G Eligibility Cycles of inquiry and analysis of student work ELLs making progress RFEP data SBAC data Successful completion Credit Recovery programs Participation in Summer Bridge programs Participation in tutoring and/or Saturday school tutoring	Student-led conference completion: 100% A-G Eligibility: 62% ELLs making progress: 27% RFEPs: 7.7% Suspensions: 0% Expulsions: 0%	A-G Eligibility (senior cohort): 76.8% ELLs making progress: N/A RFEP data: N/A SBAC data: Math 6% ELA 34% Suspensions: 0% Expulsions: 0%	A-G Eligibility (senior cohort): 76% ELLs making progress: N/A RFEP data: N/A SBAC data: N/A Math 16% ELA 41% Suspensions: <1% Expulsions: 0%	Tutorial to ensure that students are on track for a four year graduation and completion of A-G requirements

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: LEA-wide
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

- Monitor 9th-11th graders A-G pathway
- Monitor Student grades
- Provide Tutorial and Advisory time for students
- Support Student-led exhibitions
- Support Cycles of Inquiry and Analysis of student work
- College field trips
- P.D. for Restorative Justice
- Credit Recovery options
- Summer Bridge program
- Saturday School and tutoring support

2018-19 Actions/Services

- Monitor 9th-11th graders A-G pathway
- Monitor Student grades
- Provide Tutorial and Advisory time for students
- Support Student-led exhibitions
- Support Cycles of Inquiry and Analysis of student work
- College field trips
- P.D. for Restorative Justice
- Credit Recovery options
- Summer Bridge program
- Saturday School and tutoring support

2019-20 Actions/Services

- Monitor 9th-11th graders A-G pathway
- Monitor Student grades
- Provide Tutorial and Advisory time for students
- Support Student-led exhibitions
- Support Cycles of Inquiry and Analysis of student work
- College field trips
- P.D. for Restorative Justice
- Credit Recovery options
- Summer Bridge program
- Saturday School and tutoring support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$195,025	\$202,826	\$206,882
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors	1000-1999: Certificated Personnel Salaries Academic Counselors	1000-1999: Certificated Personnel Salaries Academic Counselors

Amount	\$18,000	\$18,000	\$18,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for Tutorial and Advisory	1000-1999: Certificated Personnel Salaries Stipends for Tutorial and Advisory	1000-1999: Certificated Personnel Salaries Stipends for Tutorial and Advisory
Amount	\$3,000	\$3,000	\$3,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences and Trainings on Serving High-Need Students	5000-5999: Services And Other Operating Expenditures Conferences and Trainings on Serving High-Need Students	5000-5999: Services And Other Operating Expenditures Conferences and Trainings on Serving High-Need Students
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD Restorative Justice	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures College field trips	5000-5999: Services And Other Operating Expenditures College field trips	5000-5999: Services And Other Operating Expenditures College field trips
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Teacher Collaboration time across content areas/data analysis	4000-4999: Books And Supplies Teacher Collaboration time across content areas/data analysis	4000-4999: Books And Supplies Teacher Collaboration time across content areas/data analysis

Amount		\$43,427	\$43,427
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Director of College and Career	2000-2999: Classified Personnel Salaries Director of College and Career
Amount		\$15,875	\$15,875
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures TEN	5800: Professional/Consulting Services And Operating Expenditures TEN
Amount		\$56,705	\$56,705
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Additional Campus Supervisor	2000-2999: Classified Personnel Salaries Additional Campus Supervisor

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: LEA-wide
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Credit Recovery programs

2018-19 Actions/Services

Credit Recovery programs

2019-20 Actions/Services

Credit Recovery programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,975	\$2,975	\$2,975
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Credit recovery programs	5000-5999: Services And Other Operating Expenditures Credit recovery programs	5000-5999: Services And Other Operating Expenditures Credit recovery programs
Amount	\$25,000	\$25,000	\$25,000
Source	Other	Other	Other
Budget Reference	0000: Unrestricted Summer Bridge	0000: Unrestricted Summer Bridge	0000: Unrestricted Summer Bridge
Amount	\$3,000	\$3,000	\$3,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Saturday School & Tutoring Support	1000-1999: Certificated Personnel Salaries Saturday School & Tutoring Support	1000-1999: Certificated Personnel Salaries Saturday School & Tutoring Support

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

- 9th and 10th grade students will demonstrate progress using the NWEA/MAP; 11th grade students will demonstrate at least the same passing rate of the SBAC as the neighborhood high schools with the same demographics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Train all teachers in NWEA/MAP, SBAC and ALLOY for Math and ELA
Implementation of CCSS aligned curriculum and ancillary materials in all classrooms
Support students on testing strategies
Support new teachers

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA/MAP assessment data for 9th	NWEA/MAP assessment data for 9th	NWEA/MAP assessment data for 9th	The Measures of Academic Progress (MAP) platform	9th and 10th grade students will demonstrate progress using the NWEA/MAP

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and 10th graders • SBAC for 11th graders • Teacher attendance at CCSS workshops/in-services (sign-in sheets/evaluations) • BTSA participation	and 10th graders Math: 39% of all 9th students and 58% of all 10th-grade students met/exceeded growth target Reading: 43% of all 9th students and 35% of all 10th-grade students met/exceeded growth target Language Usage: 34% of all 9th students and 33% of all 10th-grade students met/exceeded growth target SBAC: N/A	and 10th graders: Math: 50% of all 9th students and 51% of all 10th-grade students met/exceeded growth target Reading: 46% of all 9th students and 38% of all 10th-grade students met/exceeded growth target Language Usage: 37% of all 9th students and 44% of all 10th-grade students met/exceeded growth target SBAC (2016-17): Math 6% ELA 34%	was used to monitor student growth in Math, Reading and Language Usage. Below is the breakdown for grade level equivalency for both Reading and Math: Student Achievement: (F= Fall, W = Winter, S = Spring) Below is our NWEA/MAP grade level equivalency in Reading: 194 = 3rd Grade Equivalency 203 = 4th Grade Equivalency 209 = 5th Grade Equivalency 215 = 6th Grade Equivalency 220 = 7th Grade Equivalency	11th grade students will demonstrate at least the same passing rate of the SBAC as the neighborhood high schools with the same demographics

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			222 = 8th Grade Equivalency 225 = Freshmen Level Equivalency Below is our NWEA/MAP grade level equivalency in Mathematics: 195 = 3rd Grade Equivalency 208 = 4th Grade Equivalency 219 = 5th Grade Equivalency 226 = 6th Grade Equivalency 233 = 7th Grade Equivalency 238 = 8th Grade Equivalency 241 = Freshmen Level Equivalency 242 = Sophomore Level Equivalency 245 = Junior Level Equivalency	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			9th Grade: 221.1 RIT Average - Mathematics (F) 218.8 RIT Average (W) [222.7] 223.3 RIT Average (S) {+1.9 RIT} 212.6 RIT Average - Reading (F) 209.9 RIT Average (W) [216.3] 213.8 RIT Average (S) {+1.3 RIT} 212.4 RIT Average - Language (F) 212.2 RIT Average (W) [215.8] 214.8 RIT Average (S) {+2.4 RIT} 10th Grade: 215.4 RIT Average - Mathematics (F) 216.5 RIT as 9th graders	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			217.3 RIT Average (W) [217.8] 218.4 RIT Average (S) {+3 RIT, +1.9 SFY} 211.9 RIT Average - Reading (F) 208.8 RIT as 9th graders 210.3 RIT Average (W) [213] 210.6 RIT Average (S) {-1.4 RIT, +1.8 SFY} 213 RIT Average - Language (F) 213.8 RIT as 9th graders 208.8 RIT Average (W) [212.3] 211.9 RIT Average (S) {-1.1 RIT, -1.9 SFY} SBAC (2018-19): Preliminary Math 16% ELA 41%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: LEA-wide
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- On-going professional development for curriculum alignment to CCSS

2018-19 Actions/Services

- On-going professional development for curriculum alignment to CCSS

2019-20 Actions/Services

- On-going professional development for curriculum alignment to CCSS

and the purchase of new materials

- Provide coaching support for teachers in instructional practices and positive behavior
- BTSA Mentor

and the purchase of new materials

- Provide coaching support for teachers in instructional practices and positive behavior
- BTSA Mentor

and the purchase of new materials

- Provide coaching support for teachers in instructional practices and positive behavior
- BTSA Mentor

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures PD/Conferences/Training & ancillary materials	5000-5999: Services And Other Operating Expenditures PD/Conferences/Training & ancillary materials	5000-5999: Services And Other Operating Expenditures PD/Conferences/Training & ancillary materials
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS and Content Coaching	5000-5999: Services And Other Operating Expenditures CCSS and Content Coaching	5000-5999: Services And Other Operating Expenditures CCSS and Content Coaching
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD testing strategies for ALLOY, NWEA/MAP, SBAC	5000-5999: Services And Other Operating Expenditures PD testing strategies for ALLOY, NWEA/MAP, SBAC	5000-5999: Services And Other Operating Expenditures PD testing strategies for ALLOY, NWEA/MAP, SBAC
Amount	\$20,000	\$20,000	\$20,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures BTSA Mentor	5800: Professional/Consulting Services And Operating Expenditures BTSA Mentor	5800: Professional/Consulting Services And Operating Expenditures BTSA Induction/Mentor

Amount		\$37,951	\$37,951
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Alloy PD	5800: Professional/Consulting Services And Operating Expenditures Alloy PD
Amount		\$33,119	\$33,119
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Instructional Coach	1000-1999: Certificated Personnel Salaries Instructional Coach
Amount		\$77,119	\$77,119
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Additional Admin to Implement Program	5000-5999: Services And Other Operating Expenditures Additional Admin to Implement Program

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$934,457

Percentage to Increase or Improve Services

30.23%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$918,468

Percentage to Increase or Improve Services

27.49%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

LVLA will be expending these funds to support a comprehensive advisory program to support academic, social and emotional development of ALL of our students. 93.6% of our students are Latino, 1.7% African Americans, .7% Asians, .3 Filipino and 3% Whites. The vast majority of whom are low-income students (78.6%), 41% are ELLs and 53.6% are RFEPs, and 9.2% are students with disabilities. Each student will be matched with an advisor, at no greater than 20:1 ratio of students to advisor, and will participate in the advisory class four times a week, In addition, these funds will be dedicated to professional development for our teachers to align curriculum schoolwide to the CCSS. All of our students will have course access to a-g aligned courses in our college prep setting. Lastly, these resources will be invested to ensure that our teachers have opportunities through both advisory and tutorial to support our struggling students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$\$78,435	10.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

LVLA will be expending these funds to support a comprehensive advisory program to support academic, social and emotional development of ALL of our students. 93.6% of our students are Latino, 1.7% African Americans, .7% Asians, .3 Filipino and 3% Whites. The vast majority of whom are low-income students (78.6%), 41% are ELLs and 53.6% are RFEPs, and 9.2% are students with disabilities. Each student will be matched with an advisor, at no greater than 20:1 ratio of students to advisor, and will participate in the advisory class four times a week, In addition, these funds will be dedicated to professional development for our teachers to align curriculum schoolwide to the CCSS. All of our students will have course access to a-g aligned courses in our college prep setting. Lastly, these resources will be invested to ensure that our teachers have opportunities through both advisory and tutorial to support our struggling students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,371,067.00	1,374,056.03	571,627.00	1,371,067.00	1,380,289.00	3,322,983.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	310,801.00	322,019.00	500,627.00	310,801.00	314,857.00	1,126,285.00
Concentration	0.00	0.00	40,000.00	0.00	0.00	40,000.00
Other	25,000.00	34,143.00	25,000.00	25,000.00	25,000.00	75,000.00
Supplemental	918,468.00	914,939.03	0.00	918,468.00	920,341.00	1,838,809.00
Title I	116,798.00	102,955.00	6,000.00	116,798.00	120,091.00	242,889.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,371,067.00	1,374,056.03	571,627.00	1,371,067.00	1,380,289.00	3,322,983.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	25,000.00	34,143.00	25,000.00	25,000.00	25,000.00	75,000.00
1000-1999: Certificated Personnel Salaries	516,993.00	554,576.00	315,077.00	516,993.00	522,922.00	1,354,992.00
2000-2999: Classified Personnel Salaries	252,656.00	240,085.86	105,575.00	252,656.00	255,949.00	614,180.00
4000-4999: Books And Supplies	70,073.00	66,684.00	7,000.00	70,073.00	70,073.00	147,146.00
5000-5999: Services And Other Operating Expenditures	339,319.00	369,143.17	42,975.00	339,319.00	319,319.00	701,613.00
5800: Professional/Consulting Services And Operating Expenditures	167,026.00	109,424.00	76,000.00	167,026.00	187,026.00	430,052.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,371,067.00	1,374,056.03	571,627.00	1,371,067.00	1,380,289.00	3,322,983.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	25,000.00	34,143.00	25,000.00	25,000.00	25,000.00	75,000.00
1000-1999: Certificated Personnel Salaries	Base	238,826.00	246,463.00	309,077.00	238,826.00	242,882.00	790,785.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	3,000.00	0.00	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	275,167.00	299,993.00	0.00	275,167.00	277,040.00	552,207.00
1000-1999: Certificated Personnel Salaries	Title I	3,000.00	8,120.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	105,575.00	0.00	0.00	105,575.00
2000-2999: Classified Personnel Salaries	Supplemental	142,858.00	149,084.86	0.00	142,858.00	142,858.00	285,716.00
2000-2999: Classified Personnel Salaries	Title I	109,798.00	91,001.00	0.00	109,798.00	113,091.00	222,889.00
4000-4999: Books And Supplies	Base	1,000.00	962.00	5,000.00	1,000.00	1,000.00	7,000.00
4000-4999: Books And Supplies	Supplemental	66,073.00	62,888.00	0.00	66,073.00	66,073.00	132,146.00
4000-4999: Books And Supplies	Title I	3,000.00	2,834.00	2,000.00	3,000.00	3,000.00	8,000.00
5000-5999: Services And Other Operating Expenditures	Base	45,975.00	65,785.00	30,975.00	45,975.00	25,975.00	102,925.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	11,000.00	0.00	0.00	11,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	292,344.00	302,358.17	0.00	292,344.00	292,344.00	584,688.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	25,000.00	8,809.00	50,000.00	25,000.00	45,000.00	120,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	26,000.00	0.00	0.00	26,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	142,026.00	100,615.00	0.00	142,026.00	142,026.00	284,052.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	808,070.00	762,460.00	280,627.00	808,070.00	813,236.00	1,901,933.00
Goal 2	378,808.00	380,532.86	255,000.00	378,808.00	382,864.00	1,016,672.00
Goal 3	184,189.00	231,063.17	36,000.00	184,189.00	184,189.00	404,378.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					