Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: 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	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

LA's Promise Charter High School #1 (LAPCHS) opened in August, 2018, with an inaugural class of 9th graders. The school is operated through *LA Promise Fund,* a nonprofit organization dedicated to preparing students for success in college, career, and life. The Fund creates vibrant community hubs and partnerships that foster motivated, engaged, and directed students, who are poised for academic, professional, and personal success. The school is located in the Vermont Corridor in South Los Angeles. The students who attend the school primarily reside, within the SLATE-Z Promise Zone, a federally designated neighborhood that is severely affected by poverty, overcrowded housing, high rates of unemployment, and homelessness. LAPCHS is designed to serve a high needs population with a large number of special needs students, English learners, and foster youth. Our school composition includes newcomers, who we welcome with a range of support services. In the first year of operations, the demographic composition of the school is 50% Hispanic/Latino, 49% African American, and 1% other. Ninety percent of students receive free / reduced lunch. LAPCHS fulfills the vision of the parent agency, LA Promise Fund; to radically improve the future of LA communities by increasing educational equity and ultimately closing the opportunity gap. The school provides students with a safe and nurturing environment, rigorous college-preparatory coursework, project-based learning, blended learning. Instruction is delivered by highly qualified, highly effective teachers. In concert with robust academic offerings, the school enriches learning through an innovative and engaging digital media and film program and dual enrollment through Los Angeles Trade Technical College. The school strives to engage students and families at high levels, and provide relevant, culturally responsive teaching based on research practices that prepares adolescent learners for success in college, career, and life.

LCAP Highlights

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

Essential elements of the LCAP plan for 2018-19 are; effective teaching and learning, standards-based instruction and assessment, support for the most vulnerable learners, stakeholder engagement, and building a positive school climate and culture. As a first year charter school, the school has successfully established a strong adult and student culture. Through the LEA plan, the school will continue to build the school community, as it reaches full enrollment capacity (grades 9-12). The plan provides resources that support data-driven instruction, and accelerate highly effective teaching and learning through professional development that significantly improves teacher practice. As the school community expands to phase in a new grade level each year, LA Promise Fund will support the school in creating systems that contribute to increased outcomes for underserved learners. The instructional goals stated in the plan are grounded in standards, and provide enhanced resources to boost academic achievement ,and provide the best possible learning environment for deserving students and families.

Review of Performance

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

Greatest Progress

As a first year start-up high school, serving only 9th graders, LAPCHS does not have existing longitudinal data to measure progress towards goals. Still, the school established dashboards and goals based on data from surrounding schools at it pertains to outcomes for student success. LCAP goals were set forth last year, and the school has effectively created systems for engaging stakeholders, collecting data, and moving students towards mastery learning. The school can showcase the implementation of project-based learning (PBL) school-wide, and an arts-based focus, realized through a digital media program taught through community college partners, and industry experts. The infusion of arts and technology provides access to learners. Student learning is grounded in common core standards, assessment, and instruction. Through professional collaboration time built into the schedule, teachers had opportunities to analyze data, and create interdisciplinary lessons. Systems were developed to analyze assessment data, and respond to student need through school-wide intervention. The instructional team continues to learn the most effective way to provide students with daily classroom intervention and support services. English learners are supported through a dedicated ELD teacher, who supports language development by co-teaching and planning with all content teachers. Additionally, students' English proficiency is assessed through the ELPAC summative assessment. Internal assessments have demonstrated that English Learners have showed growth in the areas of speaking, reading, and writing, and have increased their academic vocabulary and comprehension. Stakeholder input is elicited through Coffee with the Principal, School Site Council, and the Charter School Development Team. Student voice and action is realized through Girls Build LA ,community service activities, and an active student government. Through the film program and college initiatives, students have attended field trips to various local colleges, museums, and entertainment industry outlets. The school is continually supported by the programs and efforts of the parent agency, LA Promise Fund, that supports the school with wrap around services, health and wellness initiatives, parent engagement, and arts programs unique to a school in it's inaugural year.

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

Greatest Needs

As a first year school, there is not existing assessment data. A comprehensive assessment program is being established to include diagnostic, interim, and summative assessments. Multiple assessment tools will be used over time to measure student growth and progress, and the impact of our instruction on student learning. Internal assessments have indicated that students entered 9th grade

with profound academic deficits that are prevalent in low-income communities. To improve performance in English/Language Arts and Math, students are offered after school tutoring, and Math and English Support classes. Parent/Team conferences are held at five-week grading intervals to share progress with parents, and inform them how to support their child's learning. The school continues to explore ways to close the achievement gap for students of color, second language learners, and special needs learners through differentiated classroom instruction, and increased wraparound services. A new assessment platform will be adopted for the upcoming school year to provide more meaningful data, and deeper methods of data analysis. Despite the lack of longitudinal data, students growth is evidenced through varied assessments ranging from in class writing assignments to performance based assessments (PBL presentations of learning). All indicators demonstrate that the dashboard goals will be attained.

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

Performance Gaps

The school supports the growth of significant student subgroups who are not meeting grade level standards. Significant subgroups represented at the school include foster youth, English Learners, special needs students, economically disadvantaged, and gender and racial groups. Since the school is in the first year of existence, there is not existing norm-referenced achievement data to indicate groups who are two or more levels below grade level. Still, the school monitors student progress through multiple assessments that measure attainment of grade level standards, language proficiency, lexile reading growth, and learner progress through project-based learning presentations. At this time, data indicates that students are performing below grade level in math and language arts. In response to the data, the instructional team has implemented a system of support through tutoring, support classes, and action plans for students on academic probation.

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

Increased or Improved Services

LAPCHS designed a comprehensive instructional program geared to foster achievement for underserved students. Namely, the use of project-based learning as a signature practice provides students with an engaging learning climate that infuses the arts and technology. Teachers participate in ongoing professional development focused on the *five traits of rigor*. Additionally, all scholars participate in a digital media program, and receive community college credit through adual enrollment partnership with a local community college partner (LA Trade Technical College). This is designed to give low-income students access to the core content and an enriched learning experience that are equitable to higher income communities. Services for English Learners have resulted in gains in language proficiency for students at all levels. Within the first semester, the school created Passports for English Learners that provide teachers with explicit instructional strategies to target the needs of ELLs at all proficiency levels. The ELD teacher presented explicit vocabulary strategies early in the school year, and co-teaches lessons with the intent of scaffolding instruction to meet students' linguistic needs. Progress for English learners is continuously monitored through the Language Acquisition Team (LAT) and annual ELPAC summative assessment. Newcomers are provided with primary language support to comprehend the standards, while accelerating English language growth through SDAIE strategies.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,347,635
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$14,008

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

Total Projected LCFF Revenues for LCAP Year	$1,361,180

Annual Update

LCAP Year Reviewed: 2017-18

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	**Teacher assignments, credentialing, and authorization** – All core subject teachers will be appropriately assigned, credentialed and authorized in the subject area(s) for the classes they teach.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher	**2017-18** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation	The LEA is in the process of ensuring that all teachers are either appropriately assigned, or working toward this end.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment	The LA Promise Fund HR team reviews credential and clearance, and facilitates the compliance aspects of hiring. For intern teachers, or those earning CLAD, the HR team works with the authorizer to provide assistance in clearing credentials.	CMO (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF: $1,916	5000-5999 Services and Other Operating Expenses - LCFF: $1,916

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 HR team reviewed teacher credentials upon hiring. We worked with out of state teachers to attain CLAD certification through course work or the CTEL exam.

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

The actions are effective in ensuring that a highly qualified teacher is present in every classroom, and that all learners have access to core content learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2, Facilitate Highly Effective Teaching and Learning.**

Goal 2

Access to Instructional Materials – All students will have access to California Common Core State Standards-aligned, Next Generation Science Standards-aligned, or History-social science content standards-aligned course materials – as applicable – and additional
materials as outlined in the charter petition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Compliance with EDC 60119 **2017-18** 100% compliance with EDC 60119	All students have access to common core aligned instructional materials in all content areas.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools	4000-4999 Books and Supplies - LCFF: $67,500	4000-4999 Books and Supplies - LCFF: $320,425

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school	The School Business Office Managers keep record of student enrollment and text book orders. Much of the curriculum is digital, and student licenses are maintained.	2000-2999 Classified Salaries - LCFF: $5,000	2000-2999 Classified Salaries - LCFF: $94,124

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.

In the inaugural year of the school's existence, the school purchased curriculum for the core content areas. The school also used supplemental materials to fulfill the Project Based Learning focus.

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

The actions are effective, as all learners have access to high quality, standards-based curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school purchased expository reading software in January, to accurately measure students lexile reading levels.

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.

Based on reflection of last year's LCAP, this goal has been eliminated and merged into Goal #2 - Facilitate Highly Effective Teaching and Learning, and Goal #4 - Raise academic achievement for all learners.

Goal 3	**Facilities Maintenance** – School facilities will be clean and maintained in good repair.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Repair time	**2017-18** 100% of items in disrepair fixed by the next inspection	
Items in Compliance / good repair	**2017-18** > 90% of items in compliance or good repair	

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Schools will ensure risk management site inspections of campus by property and liability carrier	Repairs have been made and the school site meets all inspection criteria.	5000-5999 Services and Other Operating Expenses - LCFF: $639	5000-5999 Services and Other Operating Expenses - LCFF: $639

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.	The Director of Operations works with maintenance staff to meet all compliance items.	2000-2999 Classified Salaries - LCFF: $2,500	5000-5999 Services and Other Operating Expenses - LCFF: $4,633

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	All areas that need correction have been identified and repairs and replacements are done in a timely manner.	5000-5999 Services and Other Operating Expenses - LCFF: $1,597	5000-5999 Services and Other Operating Expenses - LCFF: $1,597

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 Director of Operations at LA Promise Fund works with the owners of the temporary facility to ensure that the facility is safe, clean, and that all areas of building and safety compliance are met. The operations team works closely with school leaders and office managers to communicate when there is an area that needs repair.

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

The services are effective, as students have access to a clean and safe facility that support student learning. The agency does the heavy lifting to ensure building operations so that the school leaders can keep their focus on teaching and learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In the event that a repair must be made, the expenditures come from teh school budget, but they are minimal.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 4	**Implementation of State Content and Performance Standards** - School will fully implement state standards in all core subjects, including NGSS and CCSS in Math and ELA.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Classroom observation rubric	**2017-18** Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.	A new teacher evaluation tool was developed based on the Danielson Framework for teaching and learning. Teachers who were not effective per the rubric, are provided with coaching and improvement plans if warranted.
CCSS-aligned PD	**2017-18** All new teachers will attend CCSS-aligned PD	

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula. New teachers must attend. Continuing teachers may request to participate in an alternative professional development activity at the discretion of the Principal.	Additional coaching with be provided for novice teachers to support and retain teachers and improve their practice. Professional development is embedded within the mater calendar.	5000-5999 Services and Other Operating Expenses - LCFF: $15,000	5000-5999 Services and Other Operating Expenses - LCFF: $15,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal	School leaders conduct weekly learning walks to monitor effective instruction. One formal observation is conducted per semester, and feedback is given through four informal observations per semester. Instructional deliver is an element of the observation.	1000-1999 Certificated Salaries - LCFF: $326,250	1000-1999 Certificated Salaries - LCFF: $419,800

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.

Observation and feedback is a high leverage practice that improves teaching and learning, and will lead to greater academic outcomes as the school grows. Teacher surveys indicate that professional development was relevant and impacted their instruction. Observations conducted by school leaders ensure that students have access to effective instruction and high quality instructional materials.

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

This goal is an area targeted for development. In the first year of operation, preliminary data shows some increase in student performance. Still, a majority of students are not meeting grade level standards. The school will continue to support teachers in becoming highly effective through continuous feedback and data-driven professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Support for professional learning through outside conferences for teachers.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2, Facilitate Highly Effective Teaching and Learning.**

Goal 5	Parent Involvement – The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and stakeholder engagement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Parent satisfaction	**2017-18** Establish baseline for parent satisfaction with opportunities for participation in school events and school life on annual survey	Parent surveys are administered in spring to address satisfaction with the academic program, and school culture and climate.
Parent event participation	**2017-18** At least 80% of parents will attend at least two school events per year.	80% of families attended at least two events to include award assemblies, orientations, conferences, meetings, and events.
Parent participation in parent / teacher conferences	**2017-18** 72% of parents will attend parent-student-teacher conferences	The school fell short of this goal, but will launch new initiatives to increase meaningful parent involvement.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will administer Annual School Climate Survey to parents in the final months of the school year	The school fell short of this target, and will work to increase completion rates for the upcoming year.	CMO (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF: $6,750	5000-5999 Services and Other Operating Expenses - LCFF: $6,750

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will hold Back to School Night, Fall conferences, Open House, Spring Conferences (for parents of students with 2.0 or less) annually. Supported by an LA's Promise Parent Engagement Coordinator, the School will also offer workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year	The Parent Engagement Team at LA Promise Fund supported the school by sponsoring events, and the school leaders held monthly Coffee with the Principal and SSC meetings.	CMO (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF: $15,000	5000-5999 Services and Other Operating Expenses - LCFF: $15,000

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.

As a first year high school, the school had limited resources to engage parents on site. A part-time parent coordinator through the Vista Americorps program, helped to contact families for events. The school relied on parent square, newsletters, personal calls to families, and social media.

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

The school did not effectively meet their targets. While there is a group of highly involved parents, there are parents who did not attend events with

consistency. The school will improve parent outreach and explore ways to engage more families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 5: Engage all stakeholders in charter school growth and development.**

Goal 6	**Statewide Assessments** – Students will be expected to demonstrate annual growth in percentage of students moving towards mastering grade level standards in each CAASPP score range.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CAASPP ELA score distribution	**2017-18** N/A; CAASPP is not administered in grade 9	The school administered an end of year summative assessment, to assess the 9th grade English/Language Arts, Math, and NGSS Science standards.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	Teachers employed at the school provided students with high quality, standards-based instruction.	CMO (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF: $3,194	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	The teacher evaluation system provides for 2 formal and 8 informal observations annually.	1000-1999 Certificated Salaries - LCFF: $78,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP	End of year summative assessment data, and student grades, are being analyzed to identify areas of instructional focus. The ELPAC assessment was administered in April to second language learners.	1000-1999 Certificated Salaries - LCFF: $114,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups			

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 school administered assessments, but they did not derive actionable data. In response, a reading lexile inventory was administered in January, and a norm-based summative assessment was administered in June.

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

This goal is identified as a growth area. A comprehensive assessment program has been developed to include diagnostic, interim, and summative assessment data, and built in time to analyze and act upon the data. A high reliability, standards-based grading system will be implemented, beginning with professional development for teachers prior to the start of school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the reading lexile program and NWEA assessment platform.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2, Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

	Academic Indicator – the school's Academic Indicator will demonstrate percentage growth annually per the State Board of Education's new accountability system
Goal 7	

State and/or Local Priorities Addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SBAC Math Score	**2017-18** N/A; CAASPP not administered to gr 9	
SBAC English	**2017-18** NA; CAASPP not administered for gr 9	

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year		CMO Management Fee - 5000-5999 Services and Other Operating Expenses - LCFF: $3,194 (repeated expenditure)	5000-5999 Services and Other Operating Expenses - LCFF: $3,194

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester		1000-1999 Certificated Salaries - LCFF: $78,750 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP		1000-1999 Certificated Salaries - LCFF: $15,750 (repeated expenditure)	1000-1999 Certificated Salaries - LCFF (repeated expenditure)

results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups			

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.

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.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2, Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Goal 8

A-G Course of Study Completion Rates (College Readiness) - Number of students on-track to complete A-G requirements successfully by graduation will increase each year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
A-G On Track **2017-18** 75% of students will be on track to complete A-G requirements	Students have access to A-G coursework.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: LA's Promise Charter High School #1 School will implement communication strategies to ensure that students and parents are aware of A-G course requirements, course offerings, and timelines. These include but shall not be limited to summer bridge programming for incoming 9th graders, and parent workshops throughout the school year	A Vista Americorps member met with students individually to discuss A-G. The LA Promise Fund Parent Engagement Team provided parent workshops relating to college readiness and held the Promise Parent College event.	1000-1999 Certificated Salaries - LCFF: $15,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: LA's Promise Charter High School #1 School leadership shall audit student transcripts for A-G on/off track status	Students who were in danger of not passing were advised, and those who did not pass courses were enrolled in on-line credit recovery courses.	1000-1999 Certificated Salaries - LCFF: $15,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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.

Students have access to A-G coursework, and student programs are developed with this in mind. The school will have the initial WASC accreditation visit in the upcoming year, to solidify UC Doorways.

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

While the school provided guidance to students, and provided credit recovery, there is a need for a certificated college counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2: Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Goal 9   **English Learner Adequate Progress Rate** - EL students will advance at least one level on the CELDT/ELPAC each year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
CELDT proficiency	**2017-18** Establish CELDT performance baselines schoolwide and for all significant EL subgroups	The CELDT was administered to newcomers in the first month of school, and all English Learners took the ELPAC this spring to monitor progress for English Learners.

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	The Master Plan is fulfilled and evidenced through classroom observations to ensure that SDAIE strategies are used to support language growth.	1000-1999 Certificated Salaries - LCFF: $15,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will provide Beginning Teacher Support and Assessment Induction throughout the year	In the upcoming year, the LA Promise agency will sponsor teachers through Induction, and provide an on-site coach.	5000-5999 Services and Other Operating Expenses - LCFF: $2,500	5000-5999 Services and Other Operating Expenses - LCFF: $2,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools	Teachers attended Kate Kinsella's series of trainings geared toward explicit vocabulary instruction. The strategies were shared during three professional development sessions.	5000-5999 Services and Other Operating Expenses - LCFF: $2,500	5000-5999 Services and Other Operating Expenses - LCFF: $2,500

School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will monitor English proficiency of RFEP students using a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification	The ELD teacher monitored the progress of RFEP students, through grades and presentations of learning. Lexile reading progress is measured through expository reading software.	1000-1999 Certificated Salaries - LCFF: $15,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will provide targeted interventions for LTELs	Long-term English Learners have a support class, and targeted interventions are provided.	1000-1999 Certificated Salaries - LCFF: $56,250	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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 ELD teacher supported English learners at all levels by collaborating with teachers, co-teaching lessons, and teaching ELD classes. Students were given the summative ELPAC assessment this spring. ELD Passports exist for every English Learner, to monitor progress, and share strategies to support students in accelerating language.

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

Newcomers have demonstrated growth in conversational English, but general education teachers need more training in how to scaffold instruction and

provide more intensive language inputs. Long-term language learners need increased layers of support to boost their progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The purchase of supplemental materials for ELD courses.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 3: Accelerate academic achievement for all learners.**

Goal 10 | **English Learner Reclassification Rate** – The reclassification rate will increase each year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Reclassification rate	**2017-18** Establish baseline for reclassification rate	The school is awaiting ELPAC results in order to identify students that met the reclassification criteria.

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	Classroom observations give school leaders the opportunity to observe instruction and determine that the ELD Master Plan is implemented with fidelity.	1000-1999 Certificated Salaries - LCFF: $15,750 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will provide Beginning Teacher Support and Assessment Induction throughout the year	Induction will be provided for teachers who need to clear credentials with an on-site coach.	5000-5999 Services and Other Operating Expenses - LCFF: $2,500	5000-5999 Services and Other Operating Expenses - LCFF: $2,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools	Professional development was provided by the ELD teacher, using Kate Kinsella strategies.	5000-5999 Services and Other Operating Expenses - LCFF: $2,500 (repeated expenditure)	5000-5999 Services and Other Operating Expenses - LCFF: $2,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will monitor English proficiency of RFEP students using a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification	RFEP progress is monitored through Lexile data and grades.	1000-1999 Certificated Salaries - LCFF: $15,750 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools School will provide targeted interventions for LTELs	Long-term language learners are supported through ELD courses and academic intervention.	4000-4999 Books and Supplies - LCFF: $6,750	4000-4999 Books and Supplies - LCFF: $6,750

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 school has structured support for language learners through assessment, monitoring student progress, and academic support.

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

While some data sources demonstrate the English learners have accelerated their conversational and academic language, a majority of language learners are not meeting or achieving grade level standards. The school will expand the use of strategies that promote academic discourse and increase vocabulary.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchase of supplemental materials.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 3: Accelerate academic achievement for all learners.**

Goal 11 **AP Examination Pass Rate -** The School will realize annual increases in the percent of students passing AP exams with a score of 3 or higher.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
AP score pass rates	**2017-18** N/A – AP courses will not be offered in Year 1; however, if a student elects to take an AP Exam independently, the School will request a score report and maintain the results record	The school opened in Aug. 2018 - no AP course offerings for freshmen.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: LA's Promise Charter High School #1		1000-1999 Certificated Salaries - LCFF: $0	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Schools: LA's Promise Charter High School #1		1000-1999 Certificated Salaries - LCFF: $0	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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.

No AP courses were offered for the existing 9th grade class.

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

The school plans to offer AP courses when it expands to grades 9-12.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2: Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Goal 12   **Early Assessment Program (EAP) College Preparedness Rate** - The School will use results from EAP to help measure college-readiness

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CAASPP scores and EAP scale correlation	**2017-18** N/A; CAASPP summative is not be administered in grade 9	EAP not administered this year.

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Scope of Service: Location: Specific Schools: LA'S Promise Charter High School #1 Schools will provide appropriate, standards- aligned textbooks/curriculum materials	All students have access to common core aligned curriculum.	4000-4999 Books and Supplies - LCFF: $67,500 (repeated expenditure)	Duplicate of Goal 2, Action 1 - 4000-4999 Books and Supplies - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Scope of Service: Location: Specific Schools: LA's Promise Charter High School #1 School will provide no less than 1 hour of professional development per year to its teachers on the implementation of CCSS curricula	All teachers participate in weekly professional development designed to improve teaching and learning.	5000-5999 Services and Other Operating Expenses - LCFF: $15,000	5000-5999 Services and Other Operating Expenses - LCFF: $15,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Location:	The LAPF Director of schools supports school leaders in the selection and implementation of curriculum.	1000-1999 Certificated Salaries - LCFF: $78,750	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: LA's Promise Charter High School #1		5000-5999 Services and Other Operating Expenses - LCFF: $0	5000-5999 Services and Other Operating Expenses - LCFF: $0

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 school opened with current, standards-based curriculum and instructional support materials.

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

Classroom observation and student achievement data underscored the need to increase the level of rigor in daily lessons. Additionally, data can be used more effectively to group students according to instructional need and provide more instructional support and differentiation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differnces.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2: Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Goal 13	**School Attendance Rate** - The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Culumative Attendance Rate	**2017-18** The cumulative attendance rate shall exceed 92%	The school had a a 94% attendance rate.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will conduct monthly attendance reviews to monitor student attendance	The School Business Office Manager monitored attendance and contacted parents to verify absences.	1000-1999 Certificated Salaries - LCFF: $3,150	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day	The SBOM communicated with families regarding attendance. School leaders held meeting with students who were chronically absent.	1000-1999 Certificated Salaries - LCFF: $7,875	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement school-wide attendance incentives to celebrate students who meet attendance targets	Students with perfect attendance received awards and incentives.	1000-1999 Certificated Salaries - LCFF: $3,150	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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 SBOM oversaw the attendance program, and effectively communicated with families. Attendance reports were provided for compliance purposes. Students with exemplary attendance records were acknowledged during monthly assemblies.

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

While the school has met this target, there are students who are chronically absent. More socio-emotional support will be provided to engage these learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 14   Chronic Absenteeism Rate - The School will limit chronic absenteeism, defined as <=90% cumulative attendance.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Chronic Absenteeism Rate	**2017-18** % of students that are chronically absent shall not exceed 12%	Fewer than 12% of students were chronically absent.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will conduct monthly attendance reviews to monitor student attendance	The SBOM monitored student attendance and school leaders met with students.	1000-1999 Certificated Salaries - LCFF: $3,150 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	Attendance record are reviewed monthly and appropriate actions are taken to improve high rates of student absenteeism.	1000-1999 Certificated Salaries - LCFF: $7,875 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement school-wide attendance incentives to celebrate students who	Students with perfect attendance are awarded at monthly assemblies and end of semester awards.	1000-1999 Certificated Salaries - LCFF: $3,150 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

meet attendance targets			

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 school monitored daily attendance, submitted reports, and communicated with families. Problematic attendance was addressed and good attendance rewarded.

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

Focus will be on improving absenteeism rates for some students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 15   Dropout Rate - The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, and that there are effective wrap-around supports for students at-risk of dropping out.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Cohort Drop-out Rate	**2017-18** The preliminary year 1 cohort dropout rate shall not exceed 15%	There were no dropout this year.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will conduct monthly attendance reviews to monitor student attendance	Meetings were held with chronically absent students.	1000-1999 Certificated Salaries - LCFF: $3,150 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	Family communication occurred and families were informed about the consequences of chronic absenteeism.	1000-1999 Certificated Salaries - LCFF: $7,875 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide advisory teachers with dropout prevention training and support	This action was not conducted this year.	5000-5999 Services and Other Operating Expenses - LCFF: $2,500	5000-5999 Services and Other Operating Expenses - LCFF: $2,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement school-wide attendance incentives to celebrate students who meet attendance targets	Monthly attendance awards were given during school assemblies.	1000-1999 Certificated Salaries - LCFF: $3,150	1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits	Students were counseled. Home visits not conducted.	5000-5999 Services and Other Operating Expenses - LCFF: $10,000	5000-5999 Services and Other Operating Expenses - LCFF: $10,000

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 school created and implemented a program that included monitoring of attendance, parent communication, and rewards for good attendance.

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

The school was effective in reporting and monitoring attendance, but will continue efforts to support learners who are chronically absent or tardy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 16	**Graduation Rate** - The School will maintain high graduation rates (with the longitudinal goal of reaching 95% 4-Year Cohort Graduation Rate).

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Cohort graduation rate	**2017-18** N/A; No student is expected to graduate in grade 9	Ninth grade students are on track for graduation.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: LA's Promise Charter High School #1 School leadership will monitor cohort enrollment throughout the year	Students remain consistently enrolled.	1000-1999 Certificated Salaries - LCFF: $23,625	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: LA's Promise Charter High School #1 School shall provide an Individualized Graduation Plan for each student. School leadership will review each students plan with the student to ensure knowledge of graduation requirements and track progress toward completion.	A Vista Americorps member developed IGPs and met with students individually to discuss.	1000-1999 Certificated Salaries - LCFF: $39,375	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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 school provides students with A-G courses, and meets with students individually to discuss graduation requirements.

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

The school must continue efforts to raise student achievement and provide college counseling services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2: Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Goal 17   **School Suspension Rate** – The School will minimize the use of suspensions

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Suspension rate (defined as the quotient of unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30), divided by the unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year) 2017-18 Suspension rate shall not exceed 2%	The school exceeded 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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will utilize restorative practices as an alternative to more severe means of discipline	In the first year, the school utilized alternatives to suspension and other means of correction.	1000-1999 Certificated Salaries - LCFF: $16,500	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide classroom management training and support to teachers	Classroom management and PBIS were ongoing topics for professional development.	1000-1999 Certificated Salaries - LCFF: $39,375	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide training and support in restorative practice for teachers and staff	CCEJ was an outside agency that provided training in restorative practice during summer PD.	5000-5999 Services and Other Operating Expenses - LCFF: $2,500	Duplicate of Goal 4, Action 2 - 5000-5999 Services and Other Operating Expenses - LCFF: $2,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling	Counseling services were provided through and outside agency (Child Guidance Center).	5000-5999 Services and Other Operating Expenses - LCFF: $10,000	5000-5999 Services and Other Operating Expenses - LCFF: $10,000

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 school launched a system based on PBIS, and professional development was provided.

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

This is an area for continuous growth. Ongoing training for staff will be provided and services increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 18 | **Student Expulsion Rate** – The School will minimize the use of expulsion

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Expulsion Rate - defined as the quotient of 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), divided by the unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year	**2017-18** Expulsion rate shall not exceed 1%	There were no expulsions.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will utilize restorative practices as an alternative to more severe means of discipline		1000-1999 Certificated Salaries - LCFF: $16,500 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide classroom management training and support to teachers		1000-1999 Certificated Salaries - LCFF: $39,375 (repeated expenditure)	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide training and support in Restorative Justice and CHAMPS for teachers and staff		5000-5999 Services and Other Operating Expenses - LCFF: $2,500	5000-5999 Services and Other Operating Expenses - LCFF: $2,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling		5000-5999 Services and Other Operating Expenses - LCFF: $10,000 (repeated expenditure)	5000-5999 Services and Other Operating Expenses - LCFF: $10,000

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.

NA

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

NA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 19 | Student Satisfaction - The School will maintain a high level of satisfaction from students on the Annual School Climate Survey

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Annual Climate Survey - % satisfied	**2017-18** Establish baseline for % of positive student responses on annual climate survey	The majority of students stated that they feel safe at school.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements		1000-1999 Certificated Salaries - LCFF: $7,875	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, and Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.		1000-1999 Certificated Salaries - LCFF: $33,000	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School will administer Annual Stakeholder feedback in May or June		2000-2999 Classified Salaries - LCFF: $5,000	2000-2999 Classified Salaries - LCFF: $5,000

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.

Systems were established to ensure for a safe and effective learning climate. A student survey was administered in the spring to determine how students perceive their school's culture and climate.

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

The school is safe and orderly, and conducive to student learning. Students feel safe at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 1: Build and sustain a positive school climate and culture.**

Goal 20   Broad Course of Study - All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School's charter petition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Student Schedules	**2017-18** All students will have access to the course sequence outlined in the School's charter petition	The charter petition provides access to an enriched course of study and meets A-G requirements.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools School leadership will ensure that all students receive a full schedule of classes at all times, after each student's initial programming, in accordance with the course sequence outlined in the School's charter petition	Student programs include required core content classes, and electives.	1000-1999 Certificated Salaries - LCFF: $23,625	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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 charter petition lays out an enriched, college preparatory course of study. A film program realized the arts-based theme delivered through PBL.

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

The school fulfilled the charter through A-G, film, and elective course offerings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional expenditures for the digital media/film 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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2: Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Goal 21 | English Literacy - Students will demonstrate grade level proficiency in English literacy

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
RI Assessment	**2017-18** 60% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level	This goal was not met by all learners.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Location: School will administer a RI Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores	A lexile level set assement was administered mid-year. This is an area for growth.	1000-1999 Certificated Salaries - LCFF: $16,500	Duplicate of Goal 4, Action 2 - 1000-1999 Certificated Salaries - LCFF (repeated expenditure)

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.

Assessments were administered, but the data provided was not actionable. As the year progressed, the LAPF agency supported the school with assessment tools, and an assessment system is in place to include diagnostic, interim, and summative assessments that are norm-references. As a PBL school, students are also assessed through presentations of learning.

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

There is a need for better data sources, which are in place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lexile software program and norm referenced summative assessment.

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.

Based on review of the LCAP, we will eliminate the goal and put actions into **Goal 2: Facilitate Highly Effective Teaching and Learning and Goal 4: Raise academic achievement for all learners.**

Stakeholder Engagement

LCAP Year: **2018-19**

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?

The plan for 2018-19 is a result of planning that included stakeholder engagement that occurred during family workshops and school events, Coffee with the Principal, instructional team collaboration, leadership meetings, Charter Schools Development Team, School Site Council, and Schools Committee. Additionally, School Climate and Culture Surveys were administered in the spring, and acted upon in order to capture the overall needs of the school. LA Promise Fund, the non-profit agency that operates and supports LA Promise Charter High School #1 (LAPCHS#1) engaged their management team to provide various outlets to share input about our school, and opportunities to plan initiatives for the 2018-19 academic year.

Impact on LCAP and Annual Update
How did these consultations impact the LCAP for the upcoming year?

The School Climate and Culture survey provided data around the way that parents and students perceive their school environment. This prompted the school to provide additional resources to enhance the learning climate through expanded support for students well-being. These services fulfill our mission of meeting the holistic needs of learners. The need for increased academic support and interventions were validated through the stakeholder engagement process. School leaders and teachers used the opportunities to share their ideas for charter school development as the school expands to grades 9-10 for the 2018-19 school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

	New Goal
Goal 1	Build and sustain a positive school climate and culture.

State and/or Local Priorities Addressed by this goal:	State Priorities: 2. Implementation of State Standards Local Priorities:

Identified Need:	The need for building a positive school culture and climate is based on research on effective adolescent learning, as well as survey data from existing students and families that underscores the need to provide learners with a safe, clean, and nurturing learning climate. As a start-up charter school, the need to establish a supportive learning environment sets the stage for sustaining a high performing learning community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Culture and Climate			By June 2019 LAPCHS will ensure that all elements of the school facility are compliant and in good condition as evidenced by routine facility inspections. By June 2019, students and families will indicate high levels of satisfaction with school safety as evidenced by the annual School Climate Survey. By June 2019, out of school suspension rates and out of class referrals will decrease as evidenced by data relating to school climate.	By June 2019 LAPCHS will ensure that all elements of the school facility are compliant and in good condition as evidenced by routine facility inspections. By June 2019, students and families will indicate high levels of satisfaction with school safety as evidenced by the annual School Climate Survey. By June 2019, out of school suspension rates and out of class referrals will decrease as evidenced by data relating to school climate.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	New Action
NA	Upgrade facilities as needed.	Upgrade facilities as needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$208,400	$208,400 (repeat expenditure)	$208,400 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	New Action
NA	Provide adult supervision to ensure student safety during the school day, and through Safe Passage on the way to school, and upon dismissal.	Provide adult supervision to ensure student safety during the school day, and through Safe Passage on the way to school, and upon dismissal.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$14,008	$14,008 (repeat expenditure)	$14,008 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	1. Promote school-wide Positive Behavioral Interventions and Support (PBIS) through expansion of school-wide restorative practice, and initiatives to engage stakeholders in the process.	Promote school-wide Positive Behavioral Interventions and Support (PBIS) through expansion of school-wide restorative practice, and initiatives to engage stakeholders in the process.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$14,008	$14,008	$14,008
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

New Goal

Goal 2 | Facilitate highly effective teaching and learning.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

LAPCHS provides students with a rigorous, standards-based instructional program enriched through technology and arts. Since exemplary teaching and learning is at the core of our work, the school will prioritize actions targeted at providing students with highly effective teaching that gives all students access to college preparatory content. The school will develop teacher capacity and create a cadre of content area experts. Data will drive all instructional decisions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teaching and Learning			By June 2019, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department. By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the annual agreement. By June 2019, 100% of LAPCHS teachers will actively participate in weekly professional collaboration, to include grade level, content alike, and vertical teaming, and attendance at outside conferences, as evidenced by the professional development calendar	By June 2019, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department. By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the annual agreement. By June 2019, 100% of LAPCHS teachers will actively participate in weekly professional collaboration, to include grade level, content alike, and vertical teaming, and attendance at outside conferences, as evidenced by the professional development calendar

			and conference enrollment. By 2019, 100% of new teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.	and conference enrollment. By 2019, 100% of new teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Ensure that every learner is taught by a highly qualified teacher in all content areas.	Ensure that every learner is taught by a highly qualified teacher in all content areas.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$333,658 (repeat expenditure)	$333,658 (repeat expenditure)	$333,658 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 2

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Recruit and retain highly effective and committed teachers.	Recruit and retain highly effective and committed teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$118,790	$118,790 (repeat expenditure)	$118,790 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 3

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Increase support for teachers at all career phases through a comprehensive professional development program that builds teacher capacity.	Increase support for teachers at all career phases through a comprehensive professional development program that builds teacher capacity.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$5,000 (repeat expenditure)	$5,000 (repeat expenditure)	$5,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 4

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Support new teachers through ongoing coaching and support, including the induction program with an on-site mentor.	Support new teachers through ongoing coaching and support, including the induction program with an on-site mentor.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$5,000 (repeat expenditure)	$189,157 (repeat expenditure)	$189,157 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 5

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Provide college counseling services to guide students in being college ready, and ensure that the school offers rigorous, A-G coursework approved through UC Doorways.	Provide college counseling services to guide students in being college ready, and ensure that the school offers rigorous, A-G coursework approved through UC Doorways.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$20,000 (repeat expenditure)	$20,000 (repeat expenditure)	$20,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Goal 3	New Goal
	Accelerate proficiency for English Language Learners.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

LAPCHS serves a growing population of English Learners. The school is committed to providing access and equity for these learners, and to accelerate language proficiency through differentiated instruction, shared language experience, SDAIE strategies, and primary language support as appropriate. To optimally serve this student population, teachers must be equipped with strategies and mindset required to build academic language and subject competency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teaching and Learning			By June 2019, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department. By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the annual agreement. By June 2019, 100% of LAPCHS teachers will actively participate in weekly professional collaboration, to include grade level, content alike, and vertical teaming, and attendance at outside conferences, as evidenced by the professional development calendar and conference	By June 2019, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department. By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the annual agreement. By June 2019, 100% of LAPCHS teachers will actively participate in weekly professional collaboration, to include grade level, content alike, and vertical teaming, and attendance at outside conferences, as evidenced by the professional development calendar and conference

			enrollment.	enrollment.
			By 2019, 100% of new teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.	By 2019, 100% of new teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Increase support for long-term English Learners to include intervention, supplemental materials, and individualized learning plans.	Increase support for long-term English Learners to include intervention, supplemental materials, and individualized learning plans.

Action 2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Develop teacher capacity to improve instruction for English learners through professional development to provide strategies for building academic vocabulary, discourse and writing.	Develop teacher capacity to improve instruction for English learners through professional development to provide strategies for building academic vocabulary, discourse and writing.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$3,000 (repeat expenditure)	$3,000 (repeat expenditure)	$3,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 3

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Increase language proficiency by one level for English Learners.	Increase language proficiency by one level for English Learners.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$53,000 (repeat expenditure)	$53,000 (repeat expenditure)	$53,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

New Goal

Goal 4

Raise academic achievement for all learners.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

The School has analyzed the academic performance for all student groups, and has considered the effectiveness of its instructional program. Based on student achievement data, that reveals that a majority of students are not meeting grade level proficiency standards, the school has adopted the above school goal, related actions, and allocation of resources, to raise the academic performance of student groups that need the most support The goal will provide interventions to raise academic achievement by establishing and maintaining support mechanisms for underperforming students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Achievement			By June 2019, 100% of LAPCHS math teachers will actively participate in intensive professional development with a math expert that results in improved teacher practice as evidenced by observations of math classrooms. By June 2019, 80% of students will grow in their current math level as evidenced by multiple assessment tools (software program reports, interim, CAASPP, and summative assessment data). By June 2019, 80% of students will demonstrate growth in reading scores as evidenced by growth in reading data (lexile set	By June 2019, 100% of LAPCHS math teachers will actively participate in intensive professional development with a math expert that results in improved teacher practice as evidenced by observations of math classrooms. By June 2019, 80% of students will grow in their current math level as evidenced by multiple assessment tools (software program reports, interim, CAASPP, and summative assessment data). By June 2019, 80% of students will demonstrate growth in reading scores as evidenced by growth in reading data (lexile set

			assessment, CAASPP, and end of year data). By June 2019, all students who are not meeting grade level standards will have access to more effective instructional interventions as evidenced by student grades and achievement data.	assessment, CAASPP, and end of year data). By June 2019, all students who are not meeting grade level standards will have access to more effective instructional interventions as evidenced by student grades and achievement data.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Build a culture of mathematics through intensive training for math teachers and school leaders.	Build a culture of mathematics through intensive training for math teachers and school leaders.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$4,500 (repeat expenditure)	$4,500 (repeat expenditure)	$4,500 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 2

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Provide students with increased instructional support in mathematics through cognitively-based math instruction, increased intervention to close foundational math operational gaps, and intervention programs.	Provide students with increased instructional support in mathematics through cognitively-based math instruction, increased intervention to close foundational math operational gaps, and intervention programs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$20,000 (repeat expenditure)	$20,000 (repeat expenditure)	$20,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Expand literacy instruction across content areas by increasing the use of programs and strategies that increase lexile levels and improve overall reading achievement.	Expand literacy instruction across content areas by increasing the use of programs and strategies that increase lexile levels and improve overall reading achievement.

Action 4

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Provide students with more effective intervention programs for reading and math during daily lessons, Power Hour, after school and summer intervention courses.	Provide students with more effective intervention programs for reading and math during daily lessons, Power Hour, after school and summer intervention courses.

Action 5

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Provide students with non-traditional educational opportunities that will engage students, providing opportunities to foster a love of learning and materials to engage in academic activities.	Provide students with non-traditional educational opportunities that will engage students, providing opportunities to foster a love of learning and materials to engage in academic activities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$227,245 (repeat expenditure)	$227,245 (repeat expenditure)	$227,245 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

Action 6

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
Ensure there are adequate SPED resources and personnel to provide required services to students with Individualized Education Plans (IEP)	**Ensure there are adequate SPED resources and personnel to provide required services to students with Individualized Education Plans (IEP)**	**Ensure there are adequate SPED resources and personnel to provide required services to students with Individualized Education Plans (IEP)**

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$133,927 (repeat expenditure)	$133,927 (repeat expenditure)	$133,927 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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

New Goal

Goal 5 Engage all stakeholders in charter school growth and development.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

LAPCHS opened with a 9th grade class in 2017-18. This LCAP plan for 2018-19 will encompass school programs for grades 9-10. As the school grows and expand to a thriving 9-12 charter high school, there is a need to engage stakeholders in initiatives that build and sustain a high performing learning community. The needs of a growing charter school are unique to include recruitment of teachers and students to meet the needs of expansion, student and family engagement, and needs relating to temporary facilities. Additionally, in the inaugural years, the school is creating their culture of learning, and signature practices.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Charter School Growth and Development			By June 2019, the schools enrollment will exceed 120 students, as evidenced by Power School Records. By June 2019, every family will actively participate in at least 4 school sponsored events, and contribute to school-wide initiatives as evidenced by sign-in sheets at events. By June 2019, 95% of high need teaching positions will be filled by teachers who hold subject competency as evidenced by the master schedule.	By June 2019, the schools enrollment will exceed 120 students, as evidenced by Power School Records. By June 2019, every family will actively participate in at least 4 school sponsored events, and contribute to school-wide initiatives as evidenced by sign-in sheets at events. By June 2019, 95% of high need teaching positions will be filled by teachers who hold subject competency as evidenced by the master schedule.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Develop robust recruitment strategies to enroll students in grades 9-10, until the school is at full enrollment capacity.	Develop robust recruitment strategies to enroll students in grades 9-10, until the school is at full enrollment capacity.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$181,500 (repeat expenditure)	$181,500 (repeat expenditure)	$181,500 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

Action 2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Engage a greater number of families in school involvement, and build parent leadership capacity to support the viability of the school community.	Engage a greater number of families in school involvement, and build parent leadership capacity to support the viability of the school community.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$18,800 (repeat expenditure)	$18,800 (repeat expenditure)	$18,800 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries

Action 3

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Develop a hiring pipeline to recruit highly qualified teachers and support staff members, to meet the needs for grade level expansion, with focus on high need areas (science, math, and special education).	Develop a hiring pipeline to recruit highly qualified teachers and support staff members, to meet the needs for grade level expansion, with focus on high need areas (science, math, and special education).

Action 4

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

Students to be Served:

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

Location(s):

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

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))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	New Action
NA	Engage stakeholders in the development of structures, programs, and signature practices, that institutionalize practices that promote a thriving school community.	Engage stakeholders in the development of structures, programs, and signature practices that institutionalize practices that promote a thriving school community.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

$333,882

Percentage to Increase or Improve Services: 32.50%

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).

In order to provide greater academic gains for English Learners, and accelerate language growth in reading, writing, and language, the school will increase the range of academic and support services aimed at closing achievement gaps. Increased services will include software programs, supplemental instructional materials, classroom libraries, powerful internal professional development and participation in outside conferences and workshops. To meet the needs of our sizable special education population, we will refine the practices at the school for providing more support for teachers through co-teaching, co-planning, and collaborative planning between the general and special education teachers. Grouping for student need will be more mindful and based on current data. In addition to academic support, the school will increase social emotional support services and trauma informed practice to improve learning through a holistic, student-centered approach.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds: | $267,276 | Percentage to Increase or Improve Services: | 11.42%

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).

The LEA provides intensive support for English Learners for reclassification and language skills growth. The School has identified several technology support tools targeted to support English Learners across their language levels (e.g., LTELs and new English learners). In addition, the School supports staff PD in addressing EL-specific strategies and approaches. Furthermore, at minimum one teacher will be hired specifically to address English Language Development support.