

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

LA's Promise Charter High #1

Contact Name and Title

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2017-20 Plan Summary

The Story

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

LA's Promise Charter High School completed a successful second year of operation, with grades 9 and 10. As a new charter high school, the school is housed in a temporary facility at St. Brigid's Church in South Los Angeles. LA's Promise Charter High School #1 (LAPCHS) opened their doors to students in South Los Angeles in August, 2017. The school is operated through *LA Promise Fund (LAPF)*, a nonprofit organization dedicated to preparing Los Angeles students for success in college, career, and life. LAPF creates vibrant community hubs and partnerships that foster motivated, engaged, and directed students poised for academic, professional, and personal success. LAPCHS resides within the SLATE-Z Promise Zone, a federally designated neighborhood, and serves who reside in the Vermont Corridor. The students we serve, are severely affected by poverty and overcrowded housing, leading to high rates of unemployment and homelessness. This translates to a high population of high need students (i.e., low-income, first-generation, Special Education or foster / homeless youth). The LEA is a participant of the newcomer trend that has affected the South LA community as well. Enrollment of schools in the neighborhood suggest LAPCHS will see a vast majority of Hispanic and African students. The demographics of LAPCHS #1 are of 50% Hispanic, 49% African American, and 1% other. In addition, 90% of students receive free / reduced lunch. LAPCHS#1 serves its students and community by providing: a safe and nurturing environment, a strong high school and college preparatory program, project-based learning, technology-based curriculum, engaging, interactive and highly qualified teachers. In tandem with a robust academic program, the school provides a strong arts-based program with digital media and film curriculum through a dual enrollment partnership through a local community college and other media partnerships. This provides an engaging and relevant experience for adolescent learners. The school embraces restorative practice and provides learners with resources to foster social-emotional learning and resilience to equip students with schools to be successful in college, career, and life.

LCAP Highlights

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

LA Promise Charter High School's LCAP goals are as follows

- 1) Build and sustain a positive school climate and culture
- 2) Facilitate highly effective teaching and learning.
- 3) Accelerate proficiency for English Language Learners
- 4) Raise academic achievement for all learners
- 5) Engage all stakeholders in charter school growth and development

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

LA's Promise Charter High School #1 has developed numerous partnerships that provide services for students aligned to the school's mission, vision and student needs. Preliminary internal self-assessment tools show academic progress along core content areas of English, Math and Science.

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 second year high school, there is currently no Red or Orange performance categories for the 2018 school year. Local performance indicators are considered standard met including - Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent Engagement; Local Climate Survey and Access to Broad Course of study. The school's identified area of greatest need include ensuring strong ELA / Math grade proficiency and college readiness. The school will strengthen and implement a variety of measures to continue to make progress and bridge performance needs among which include implementing NWEA MAP ELA, Math and Science assessments three times a year; enrolling all students in Power Hour Intervention Block (ELAA/Math) based on CAASPP and NWEA MAP performance, taught by a credentialed ELA/Math teacher; initiating a multi-year PBIS initiative led by a team of staff and teachers as well as software to complement implementation; usage of evidence-based strategies and platforms for enriched teaching and learning on campus; providing parent and family workshops to engage all stakeholders for student success.

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

As a second year high school, there is currently no Red or Orange performance categories for the 2018 school year. Local performance indicators are considered standard met including - Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent Engagement; Local Climate Survey and Access to Broad Course of study.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A; LAPCHS was not identified for CSI

Support for Identified Schools

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

N/A; LAPCHS was not identified for CSI

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A; LAPCHS was not identified for CSI

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Build and sustain a positive school climate and culture.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

School Culture and Climate

2018-19

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.

The school successfully maintained safe and clean facilities that are conducive to student learning.

Students and families responded positively on the School Climate Survey that the school is responsive to need of learners.

The school is implementing school-wide PBIS to decrease suspension rates and meet social-emotional learning needs.

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
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Upgrade facilities as needed.</p>	<p>Upgrades were made as required.</p>	<p>\$208,400 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$65,116 - LCFF - 5000-5999 Services and Other Operating Expenses - Facilities Costs</p> <p>\$63,269 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Facilities Costs (SB740)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide adult supervision to ensure student safety during the school day, and through Safe Passage on the way to school, and upon dismissal.</p>	<p>The school employed an outside agency to monitor student safety.</p>	<p>\$14,008 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>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.</p>	<p>The school developed a PBIS Team that participated in a series of training through LACOE. PBIS will be implemented at a deeper level next year.</p>	<p>\$14,008 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 \$4,311 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses</p>

Analysis

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

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

The school dedicated appropriate resources to maintaining facilities to include upgrades, and repairs. Adult supervision was adequate to keep students safe while at school. An outside company was employed for safe passage in response to activity in the community. The school focused heavily on developing and implementing a comprehensive PBIS Plan as an alternative to suspension. The school culture has improved.

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

The actions and services set forth in the 2018-19 plan led to an improved school climate and culture. All stakeholders contributed to the improvement efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LA Promise Fund, the high school's parent nonprofit agency, provided funding to support facility enhancements and safe passage services for the school community. The PBIS team on staff was implemented with existing staff to implement policies.

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.

This goal and expected outcome is deemed critical to building a positive school campus and supporting the state's local indicator of climate on the dashboard. Goal 1 will roll over as a goal for the 2019-20 LCAP.

Goal 2

Facilitate highly effective teaching and learning.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

Teaching and Learning

2018-19

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.

By June 2019, 100% if LAPCHS teachers are fully certified, or working towards certification as evidenced by records kept within our HR Department.

By June 2019, 67% 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 actively participated in weekly professional collaboration.

By June 2019, 100% of new eligible teachers received the option of support through a formal induction program. Teachers who did not enroll in the induction program received active coaching by senior schools staff in the areas of lesson planning and classroom management.

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
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Ensure that every learner is taught by a highly qualified teacher in all content areas.</p>	<p>All teachers maintained or were working towards a valid CA teaching credential and BCLAD/CLAD certification</p>	<p>\$333,658 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>\$181,834 - LCFF - 1000-1999 Certificated Salaries</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Recruit and retain highly effective and committed teachers.</p>	<p>Despite the national teacher shortage, the LAPF organization actively recruited teachers through partnerships, universities, and the surrounding charter school network. Support for new teachers through induction and professional learning increased retention from the prior year.</p>	<p>\$118,790 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase support for teachers at all career phases through a comprehensive professional development program that builds teacher capacity.</p>	<p>All teachers were in their first two years of teaching and were provided with intensive coaching and support</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>\$61,200 - LCFF - 1000-1999 Certificated Salaries</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Support new teachers through ongoing coaching and support, including the induction program with an on-site mentor.</p>	<p>New teachers were supported through ongoing professional learning, coaching, and induction. On-site mentors supported new teachers.</p>	<p>\$189,157 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>	<p>\$3,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$61,200 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>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.</p>	<p>The school achieved initial WASC Certification for UC Doorways. All students were enrolled in A-G aligned coursework. Expanded elective course offerings will be offered for the 2019-20 school year.</p>	<p>\$20,000 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p>	<p>\$800 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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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 team worked closely with the HR team to recruit, retain, and support, qualified teachers. Resources are dedicated to provide novice teachers with expanded professional learning around content planning, effective instructional delivery, and classroom management. Teachers attended conferences and workshops throughout the school year. Students worked with the the LAPF College Success Team members, and Fulfillment Fund supported the school with college exposure and access. Students attended college field trips. The school earned initial WASC accreditation leading to UC Doorways to align with A-G coursework. Every student is enrolled in A-G courses.

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

Teachers were effectively supported through professional learning in order to impart rigorous, standards-based instruction. Services for college and career readiness will be expanded next year, as the school expands an additional grade level. College counseling and related services are a focus area for the upcoming years, including the inclusion of AP coursework.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LA Promise Fund, the parent nonprofit agency, provided the staffing and sources to assist the school team with recruitment and retainment of teachers. In addition, LA Promise Fund hires a full-time Director of Schools to oversee and coach school leaders and teachers. These expenditures are not included in the school budget.

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

Highly effective teaching and learning is a foundational component to a strong and successful school. It aligns closely with several locally-reported indicators such as "Basics: Teachers, Instructional Materials and Facilities" as well as "Implementation of Academic Standards" and next year, the state-reported standard of ELA / Math Outcome with testing data. Thus, Goal 2 will continue as a key LCAP goal for LAPCHS in 2019-20.

Goal 3

Accelerate proficiency for English Language Learners.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

Teaching and Learning

2018-19

By June 2019, 100% of 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.

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
Increase support for long-term English Learners to include intervention, supplemental materials, and individualized learning plans.	English learners were supported during Power Hour and the designated ELA section.		\$58,327 - LCFF - 1000-1999 Certificated Salaries

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Develop teacher capacity to improve instruction for English learners through professional development to provide strategies for building academic vocabulary, discourse and writing.</p>		\$3,000 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	\$57,206 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase language proficiency by one level for English Learners.</p>	<p>English learners were supported through designated and integrated ELD as designed by the ELD roadmap. Students at all language proficiency levels demonstrated growth and progress on assessments.</p>	<p>\$53,000 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>	<p>\$57,206 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>
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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 met the needs of English Learners are prescribed by the CA ELD Roadmap. Students received support through designated ELD class, and integrated ELD provided in all content classes. The school sent selected teachers to conferences to develop content vocabulary and scaffold content. Teachers were also provided with a series of on-site PD to promote academic discourse. Multiple assessments demonstrated that English learners demonstrated growth in language proficiency.

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

Teachers were provided with professional learning to build their capacity to meet the needs of English Learners, but will require more coaching and support next year. The school provided English Learners with additional support with instructional aides in small groups within classrooms, and through pull-out. Power Hour is dedicated to providing English Learners with enriched language experience. As the ELL population grows, the school will expand resources and services to meet their needs, including support for recent immigrants and families and social-emotional support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All teachers support a section of PowerHour to enhance and accelerate learning. Sections of ELD were also dedicated to the students identified as Level 1s and 2s through assessment and history, signifying the highest need of additional support and intervention for future success.

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.

Accelerating proficiency of English Learners will remain a high priority for the school team in the upcoming 2019-20 year, especially since LAPCHS#1 is over 30% English Learner. Additional instructional support and coaching is expected for the school next year to increasing teacher capacity. The goal, planned action and services will remain the same as it is a critical area for the school.

Goal 4

Raise academic achievement for all learners.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected

Actual

Academic Achievement

2018-19

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.

In June 2019, 100% of LAPCHS math teachers actively participated in intensive professional development

In June 2019, 48% of students grew in their current Math score in the summative math assessment as compared to the interim assessment.

In June 2019, 59% of students demonstrated growth in reading scores as evidenced by increase in lexile scores, where comparative interim data was available.

In June 2019, 100% of students not meeting grade level standards were provided instructional interventions.

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
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>Build a culture of mathematics through intensive training for math teachers and school leaders.</p>	<p>High school math teachers participated in professional learning with LMU, held monthly.</p>	<p>\$4,500 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$3,348 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Provide students with increased instructional support in mathematics through cognitively-based math instruction, increased intervention to</p>	<p>CPM math curriculum and IXL math were implemented to increase math achievement.</p>	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$2,245 - LCFF - 4000-4999 Books and Supplies</p>

close foundational math operational gaps, and intervention programs.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Expand literacy instruction across content areas by increasing the use of programs and strategies that increase lexile levels and improve overall reading achievement.</p>	<p>Engage New York was adopted as the core ELA program. Achieve 3000 was implemented to build student lexile levels.</p>		<p>\$3,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide students with more effective intervention programs for reading and math during daily lessons, Power Hour, after school and summer intervention courses.</p>	<p>Diagnostic assessment data was used to group students for Power Hour Math and ELA intervention. Teachers tutored students after school in all content areas.</p>		<p>\$42,895 - LCFF - 1000-1999 Certificated Salaries \$34,560 - Federal Revenues - Title I - 2000-2999 Classified Salaries \$2,794 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>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.</p>	<p>Students were engaged in a range of activities to enrich learning including Just Keep Livin' for health and wellness, field trips, Korean Club, leadership, Girls Build LA, and summer programs.</p>	<p>\$227,245 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Ensure there are adequate SPED resources and personnel to provide required services to students with Individualized Education Plans (IEP)</p>	<p>The school employed a full-time sped teacher, sped aide to support students with special needs.</p>	<p>\$133,927 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$240,254 - LCFF - 5000-5999 Services and Other Operating Expenses - SPED \$51,500 - LCFF - 1000-1999 Certificated Salaries \$10,000 - LCFF - 2000-2999 Classified Salaries</p>

Analysis

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

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

Increase of services to support learning goals included support for all teachers through professional learning, adoption of core and supplemental curriculum and observation and feedback through the teacher evaluation process. Daily intervention is built into the school day through Power Hour. The school will expand on these efforts to impact student achievement at higher levels.

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

Interim assessment data (NWEA MAP) demonstrated growth in ELA, Math, and Science. Instructional initiatives and professional learning opportunities will be increased to raise student achievement for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All teachers provide support and additional intervention during PowerHour courses. Data days are designated pupil-free days for teachers to engage in data-driven PD to help segment and identify students corresponding to their need as well as reflect on their practice to further increase their capacity for highly effective teaching and learning. LA Promise Fund, the high school's parent nonprofit agency, has supported much of the school's coaching and professional learning costs throughout the year as a means to accelerate the school's academic outcomes.

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.

Academic achievement remains a guiding priority for LA Promise Charter High School #1 in order to fully realize its potential as a high performing school. The school is expected to continue its planned services and actions, in addition include a goal to Promote College & Career Readiness as a means of better serving its first Grade 11 class and meet the needs of students. This will be Goal #6 in the 2019-20 LCAP

Goal 5

Engage all stakeholders in charter school growth and development.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
Charter School Growth and Development	<p>2018-19 By June 2019, the schools enrollment will exceed 120 students, as evidenced by Power School Records.</p> <p>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.</p> <p>By June 2019, 95% of high need teaching positions will be filled by teachers who hold subject competency as evidenced by the master schedule.</p>	<p>In June 2019, the school enrollment has enrolled beyond 120 students however not all remained enrolled.</p> <p>In June 2019, 30% of families actively participated in a school event.</p> <p>In June 2019, 100% of high need teaching positions were filled by teachers holding subject competency.</p>

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
Develop robust recruitment strategies to enroll students in grades 9-10, until the school is at full enrollment capacity.	Student enrollment remains a challenge. Ninth grade enrollment is expected to be higher due to the first 8th grade class of LA's Promise Charter middle school entering high school.	\$181,500 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)	\$437 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engage a greater number of families in school involvement, and build parent leadership capacity to support the viability of the school community.	The school employed creative ways to engage parent in meaningful ways including family academic nights, "curbside" coffee with the principal, and family engagement events.	\$18,800 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p>	The nationwide teacher shortage impacted hiring. The school had a vacancy in Spanish. The school actively hired for the incoming grade level, and continues robust teacher recruitment through the LA		

<p>Location: All Schools</p> <p>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).</p>	<p>Promise Fund HR Team.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Engage stakeholders in the development of structures, programs, and signature practices, that institutionalize practices that promote a thriving school community.</p>	<p>The school included all stakeholders in creating school policies and building a community of learners.</p>		

Analysis

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

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

In the second year of operation, the school made strides in school climate and culture, and the implementation of structures to build the school community. Stakeholders are engaged in decision making and all voices are valued.

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

The school will continue efforts to recruit and retain students and faculty and involve families in meaningful ways. The school will continue to build partnerships and seek resources to meet the need of the student population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LA Promise Fund, the high school's parent nonprofit entity, provides a human resources and parent engagement / family recruitment team to support the school so the school incurred minimal costs.

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.

As a start-up charter, enrollment and recruitment will remain critical inputs to the school's continued growth. In 2019-20, LA Promise Charter High School will be serving its first junior class. Enrollment and recruitment will remain critical until LAPCHS #1 reaches full grade-level expansion as well as student count. This will remain a goal and planned action / services for the 2019-20 LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The LCAP plan was shared widely with all stakeholders and goals provided for within the LCAP plan were revisited throughout the year. Students, families, teachers & support staff, and the School Site Council were consulted as part of the process along with the governing board (Schools Committee). Achievement data and school climate surveys informed the planning. The school site council reviewed and gave input at various intervals throughout the year. The principal discussed goals, data, and school need during parent meetings and through electronic communication. The school community approached LCAP planning like a strategic plan, with students at the center of all decision making. Student voice was a critical part of the LCAP planning process.

Impact on LCAP and Annual Update

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

Engagement and consultation with all school stakeholders (staff, teachers and parents through SSC and ELAC) on the school's Annual Update and refine LCAP goals going forward as well as alignment to feedback from the initial WASC accreditation process. For example, a parent coordinator was included as part of the school team to provide greater and dedicated family engagement on campus; PBIS training was identified as critical to strengthening school culture so a staff training was included in the budget. Feedback from stakeholders was a critical input in prioritizing and budgeting initiatives outlined in the 2019-20 LCAP.

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)

Modified 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 school strives to meet both the academic and social emotional needs of high school learners. The prevailing climate of the school impacts every aspect of learning. The school recognizes a positive school culture as the foundation of the learning community. The school resides in South Los Angeles, and our students are impacted by poverty and adversity. A positive school culture supported by comprehensive programs and services reinforced through our LCAP plan will foster meaningful family involvement, celebrate the personal achievements of students, establish support systems, model positive behavior, and engage students in meaningful ways

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 2020 LAPCHS will ensure that all elements of the school facility are compliant and in good condition as evidenced by routine facility inspections.

			<p>By June 2019, students and families will indicate high levels of satisfaction with school safety as evidenced by the annual School Climate Survey.</p> <p>By June 2019, out of school suspension rates and out of class referrals will decrease as evidenced by data relating to school climate.</p>	<p>By June 2020, students and families will indicate high levels of satisfaction with school safety as evidenced by the annual School Climate Survey.</p> <p>By June 2020, out of school suspension rates and out of class referrals will decrease as evidenced by data relating to school climate.</p>
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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:

New Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified 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.

A school team will participate in PBIS training through LACOE to 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	\$0	\$0	\$23,990
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries; Intervention TA
Amount	\$0	\$0	\$4,300
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses; PBIS
Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Kickboard platform (LCFF S&C)

Modified 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:

Our school population consists of high need learners that require highly effective teachers to meet the need. With the goal of accelerating teaching and learning, the school recognizes the need to proactively reach out to our networks including local universities, charter organizations, and residency programs to recruit and maintain talented and passionate teachers. Our teachers are in their inaugural years in the profession and require ongoing feedback, coaching and support.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teaching and Learning			<p>By June 2019, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department.</p> <p>By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the</p>	<p>By June 2020, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department.</p> <p>By June 2020, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the</p>

			<p>annual agreement.</p> <p>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.</p> <p>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.</p>	<p>annual agreement.</p> <p>By June 2020, 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.</p> <p>By June 2020, 100% of eligible teachers will receive support through induction and/or coaching as evidenced by improved practice in the areas of lesson planning and classroom management.</p>
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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:

New Action

NA

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Ensure that every learner is taught by a highly qualified teacher in all content areas.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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)	\$464,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teachers - Core (LCFF Base)

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))

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$118,790	\$118,790 (repeat expenditure)	\$464,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teachers - Core (LCFF Base)
Amount	\$0	\$0	\$27,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; PE Teacher (LCFF S&C)

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))

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$5,000 (repeat expenditure)	\$4,300

Source	LCFF	LCFF	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; PBIS PD and program

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000 (repeat expenditure)	\$189,157 (repeat expenditure)	\$105,000
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Principal
Amount	\$0	\$0	\$18,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Induction (LCFF S&C)

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))

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:

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$65,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	1000-1999 Certificated Salaries; College Counselor
Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Naviance (LCFF S&C)

Unchanged Goal

Goal 3

Accelerate proficiency for English Language Learners.

State and/or Local Priorities Addressed by this goal:

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

Local Priorities:

Identified Need:

The school serves an increasing number of English Language Learners. There is a need to further develop programs and supports that build language proficiency for students at all levels, from newcomers to long-term language learners. The plan meets the need to provide teachers with professional learning to improve the quality of instruction for ELLs, supplemental material, and bilingual paraprofessionals.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teaching and Learning			<p>By June 2019, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department.</p> <p>By June 2019, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the</p>	<p>By June 2020, 100% if LAPCHS teachers will be fully certified, or working towards certification as evidenced by records kept within our HR Department.</p> <p>By June 2020, 85% of LAPCHS teachers will commit to returning to the school for the 2020 academic year, as evidenced by the</p>

		<p>annual agreement.</p> <p>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.</p> <p>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.</p>	<p>annual agreement.</p> <p>By June 2020, 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.</p> <p>By June 2020, 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.</p>
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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:

New Action

NA

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Increase support for long-term English Learners to include intervention, supplemental materials, and individualized learning plans.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase support for long-term English Learners to include intervention, supplemental materials, and individualized learning plans.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; ELD Coaching (LCFF - S&C)

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))

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:

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	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	5000-5999 Services and Other Operating Expenses; ELD Coaching (LCFF - S&C)

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))

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$53,000 (repeat expenditure)	\$53,000 (repeat expenditure)	\$9,500
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Reading program licenses (LCFF S&C)
Amount	\$0	\$0	\$52,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Spanish ELD Teacher

Unchanged 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:

Improving outcomes in math and English/Language arts is an ongoing need at our school. The plan meets the need through increased professional learning for teachers to implement Common Core standards at a rigorous level in order to improve learning for all students. The plan meets the need to close the achievement gap through more targeted intervention. Data will be analyzed and acted upon to generate effective grouping, and high quality intervention materials will be utilized.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Achievement			<p>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.</p> <p>By June 2019, 80% of students will grow in their current math level</p>	<p>By June 2020, 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.</p> <p>By June 2020, 80% of students will grow in their current math level</p>

			<p>as evidenced by multiple assessment tools (software program reports, interim, CAASPP, and summative assessment data).</p> <p>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).</p> <p>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.</p>	<p>as evidenced by multiple assessment tools (software program reports, interim, CAASPP, and summative assessment data).</p> <p>By June 2020, 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).</p> <p>By June 2020, 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.</p>
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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:

New Action

NA

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Build a culture of mathematics through intensive training for math teachers and school leaders.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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)	\$8,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Staff PD (LCFF S&C)

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))

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:

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)	\$8,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Staff PD (LCFF S&C)

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))

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$3,000 (repeat expenditure)

Source			Federal Revenues - Title I
Budget Reference			4000-4999 Books and Supplies; Achieve 3000
Amount	\$0	\$0	\$9,500 (repeat expenditure)
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Reading program licenses (LCFF S&C)

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$18,000

Source		LCFF
Budget Reference		1000-1999 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))

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:

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)	\$8,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Career Technical Pathway (CTEIG Grant)
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Film CTE Teacher
Amount	\$0	\$0	\$4,000
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses; Career Technical Pathway Supplies (CTEIG Grant)
Amount	\$0	\$0	\$25,000
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries; Film Teacher (CTEIG Grant)

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))

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:

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)	\$332,200

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; SPED Services
Amount	\$0	\$0	\$144,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; RSP Teachers

Unchanged 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:

As a start-up charter school, robust enrollment and recruitment efforts are critical inputs to building a growing school community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Charter School Growth and Development			<p>By June 2019, the schools enrollment will exceed 120 students, as evidenced by Power School Records.</p> <p>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.</p> <p>By June 2019, 95% of high need teaching</p>	<p>By June 2020, the schools enrollment will exceed 150 students, as evidenced by Power School Records.</p> <p>By June 2020, 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.</p> <p>By June 2020, 95% of high need teaching</p>

positions will be filled by teachers who hold subject competency as evidenced by the master schedule.

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:

(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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Recruitment initiatives

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))

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:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$18,800 (repeat expenditure)	\$18,800 (repeat expenditure)	\$25,000

Source	LCFF	LCFF	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries; Parent Coordinator
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Parent engagement materials
Amount	\$0	\$0	\$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Parent engagement services
Amount	\$0	\$0	\$75,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Dean of Student Culture (LCFF S&C)

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))

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:

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))

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:

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.

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

New Goal

Goal 6

Promote college and career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

As the school expands to grade 11 there is a need to provide first generation college students with the resources and support needed to give them full access to college opportunities. This includes programs and curriculum that provide students with various higher education options and career pathways as well as the motivation to attain financial aide, application information, and college planning resources. Students will participate in college field trips and college fairs, panels with alumni, and the opportunity to develop and implement initiatives that promote a college going culture.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College Access / A-G On-Track				By June 2020, 100% of LAPCHS students will have access to a college planning software 50% of LAPCHS students will be A-G On-Track

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Recruit, hire and train a dedicated college counselor to assist with promoting college / career pathways for students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$65,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; College Counselor

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$276,551

Percentage to Increase or Improve Services:

34.26%

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](#)).

LA Promise Charter School serves a high proportion of unduplicated pupils. In order to provide greater academic gains for unduplicated pupils as well as 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 continual coaching for teachers, supplemental instructional materials, classroom libraries, powerful internal professional development and participation in outside conferences and workshops to enhance teaching and learning on campus. 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 following a PBIS model throughout campus.

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.

LCFF Budget Overview for Parents

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

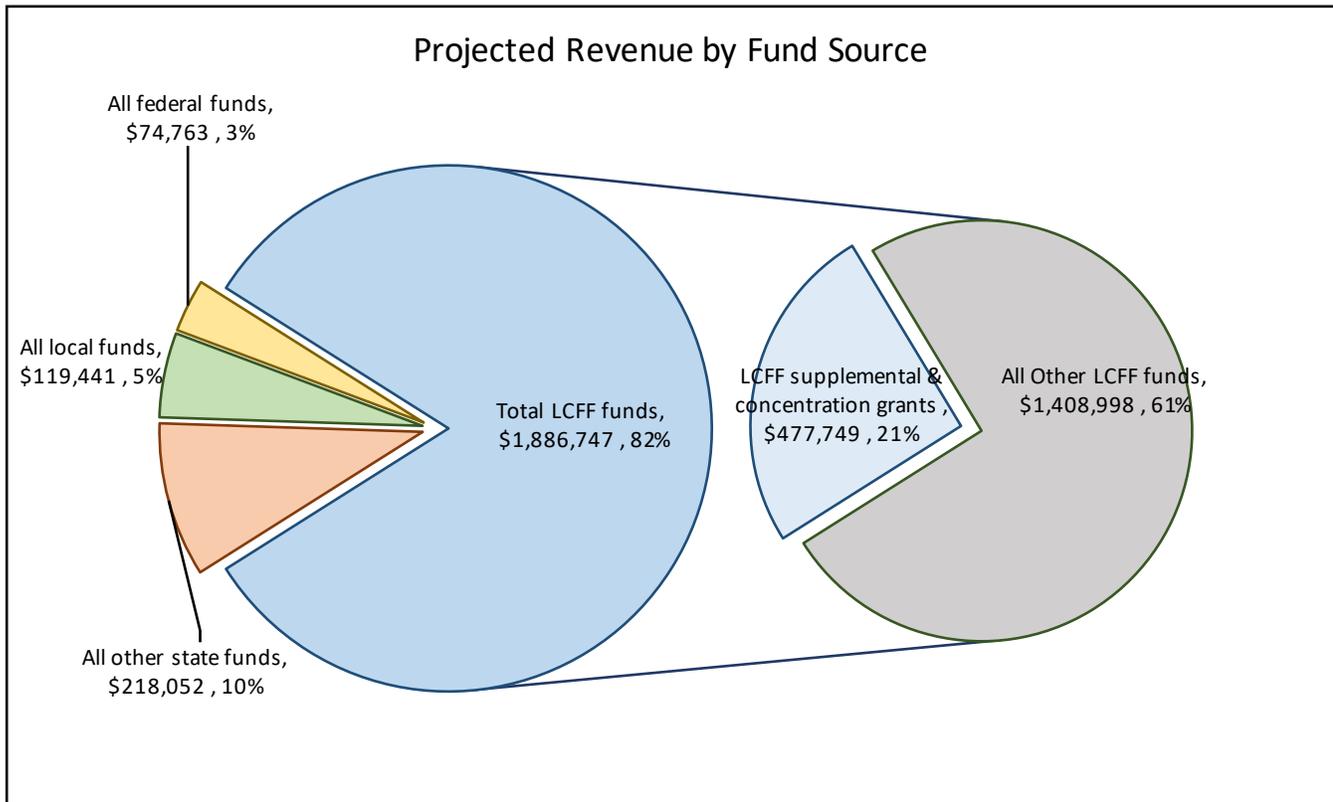
CDS Code: 19-10199-0135582

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Donna Jacobson, Director of Schools 213.745.4928. donnaj@lapromisefund.org

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

Budget Overview for the 2019-20 LCAP Year

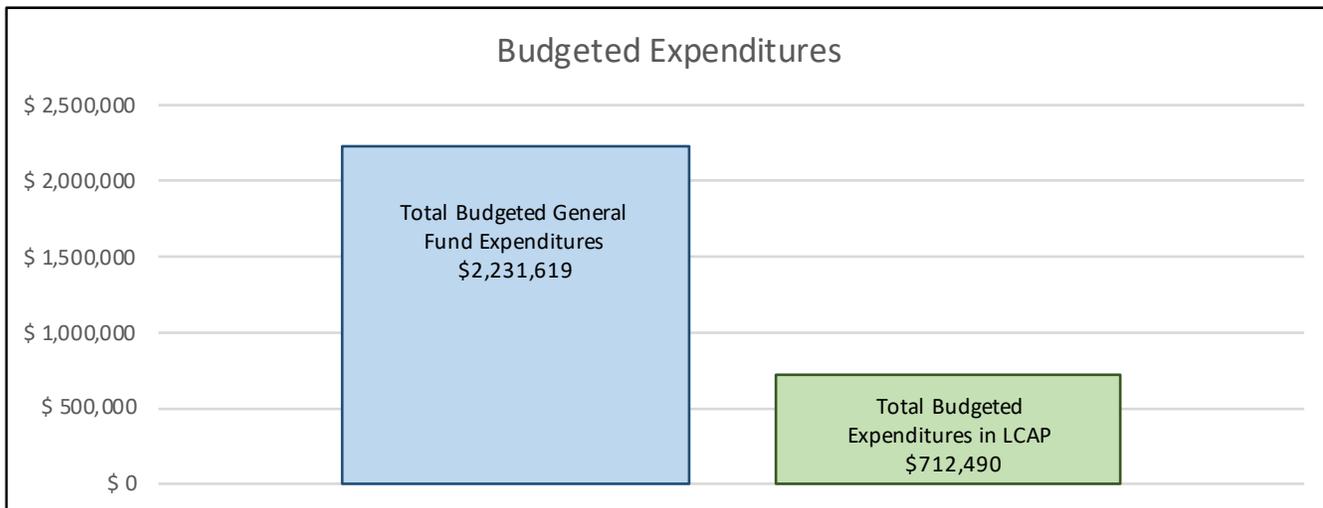


This chart shows the total general purpose revenue LA's Promise Charter High #1 expects to receive in the coming year from all sources.

The total revenue projected for LA's Promise Charter High #1 is \$2,299,003.91, of which \$1,886,747.49 is Local Control Funding Formula (LCFF), \$218,052.14 is other state funds, \$119,440.90 is local funds, and \$74,763.39 is federal funds. Of the \$1,886,747.49 in LCFF Funds, \$477,749.09 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much LA's Promise Charter High #1 plans to spend for 2019-20. The chart shows how much of the total is tied to planned actions and services in the LCAP.

LA's Promise Charter High #1 plans to spend \$2,231,619.12 for the 2019-20 school year. Of that amount, \$712,490.00 is tied to actions/services in the LCAP and \$1,519,129.12 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

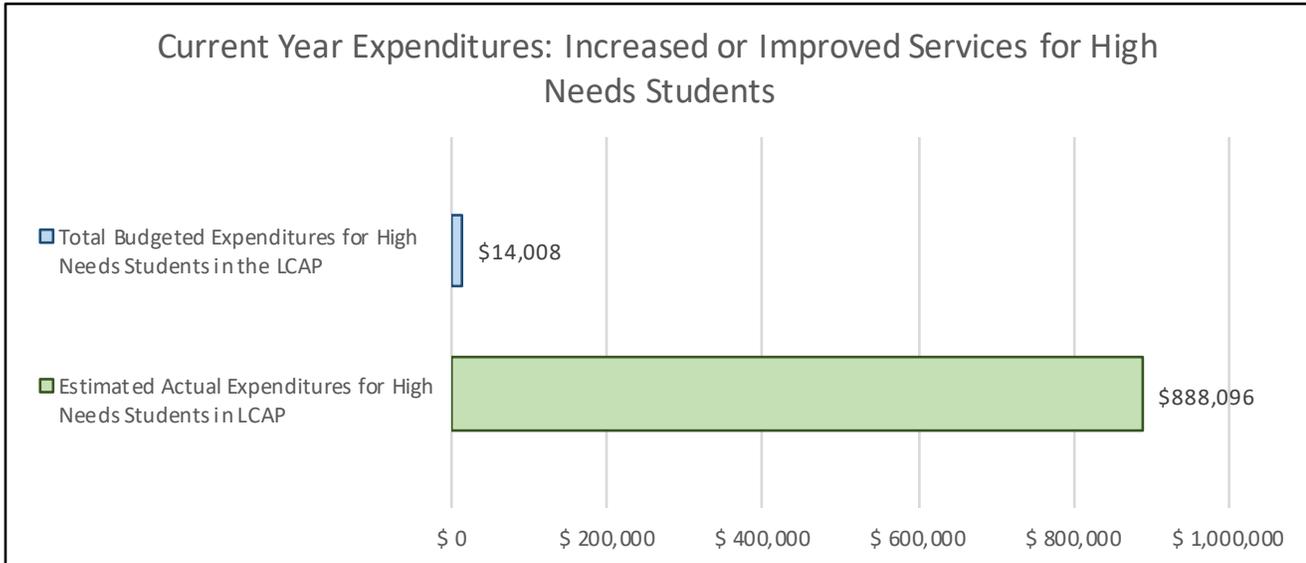
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, LA's Promise Charter High #1 is projecting it will receive \$477,749.09 based on the enrollment of foster youth, English learner, and low-income students. LA's Promise Charter High #1 must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, LA's Promise Charter High #1 plans to spend \$633,700.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, LA's Promise Charter High #1's LCAP budgeted \$14,008.00 for planned actions to increase or improve services for high needs students. LA's Promise Charter High #1 estimates that it will actually spend \$888,096.00 for actions to increase or improve services for high needs students in 2018-19.