LA PROMISE
CHARTER MIDDLE SCHOOL #1
GREY WOLVES

2021-22 LCAP
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

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

The total revenue projected for LA's Promise Charter Middle School #1 is $3,247,104.89, of which $1,806,798.66 is Local Control Funding Formula (LCFF), $321,225.94 is other state funds, $424,558.18 is local funds, and $694,522.11 is federal funds. Of the $1,806,798.66 in LCFF Funds, $456,285.14 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.

LA's Promise Charter Middle School #1 plans to spend $3,215,509.37 for the 2021 – 22 school year. Of that amount, $2,453,292.52 is tied to actions/services in the LCAP and $762,216.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2021 – 22, LA's Promise Charter Middle School #1 is projecting it will receive $456,284.66 based on the enrollment of foster youth, English learner, and low-income students. LA's Promise Charter Middle School #1 must describe how it intends to increase or improve services for high needs students in the LCAP. LA's Promise Charter Middle School #1 plans to spend $456,981.37 towards meeting this requirement, as described in the LCAP.
This chart compares what LA's Promise Charter Middle School #1 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what LA's Promise Charter Middle School #1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, LA's Promise Charter Middle School #1’s Learning Continuity Plan budgeted $152,511.00 for planned actions to increase or improve services for high needs students. LA's Promise Charter Middle School #1 actually spent $216,404.80 for actions to increase or improve services for high needs students in 2020 – 21.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA’s Promise Charter Middle School #1</td>
<td>Donna Jacobson, Head of Schools</td>
<td><a href="mailto:donnaj@lapromisefund.org">donnaj@lapromisefund.org</a> 323.403.0770</td>
</tr>
</tbody>
</table>

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

**Goal 1**

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7
Local Priorities: 6, 7
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual growth (Distance from Standard) DFS on ELA CAASPP</strong></td>
<td>As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See “Analysis” section for NWEA MAP reading assessments that were administered to monitor student academic progress.</td>
</tr>
<tr>
<td><strong>Annual growth (Distance from Standard) DFS on Math CAASPP</strong></td>
<td>As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered. See “Analysis” section for NWEA MAP Math assessments that were administered to monitor student academic progress.</td>
</tr>
<tr>
<td><strong>CA Science Test (CAST): Gr. 8</strong></td>
<td>As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CA Science Test was not administered.</td>
</tr>
<tr>
<td><strong>% EL who progress in English Proficiency as measured by ELPAC:</strong></td>
<td>2019-20: 52.5% (Medium) Fall 2019 Dashboard</td>
</tr>
<tr>
<td><strong>EL Reclassification Rate</strong></td>
<td>2019-20: 9.9%</td>
</tr>
<tr>
<td><strong>Increase Attendance Rate by 0.5% annually</strong></td>
<td>2019-20: 93%</td>
</tr>
<tr>
<td><strong>Decrease Chronic Absenteeism Rates by 1%</strong></td>
<td>2019-20: 13%</td>
</tr>
<tr>
<td><strong>Maintain Middle School Dropout Rate &lt;2%</strong></td>
<td>2019-20: 0%</td>
</tr>
<tr>
<td><strong>Decrease Suspension Rates to &lt;2%</strong></td>
<td>2019-20: 0%</td>
</tr>
<tr>
<td><strong>Maintain Expulsion Rates &lt;1%</strong></td>
<td>2019-20: 0%</td>
</tr>
<tr>
<td><strong>% Students including Unduplicated Pupils &amp; SWD with access to and are enrolled in a broad course of study:</strong></td>
<td>2019-20: 100%</td>
</tr>
</tbody>
</table>
### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| LA’s Promise Charter Middle School #1 staff will implement multiple types of assessments in order to monitor each student’s academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.  
• NWEA MAP: ELA & Math Gr. 6-8  
• CAASPP ICA’s  
• Formative & Summative Assessments | $17,000  
Title I (NWEA)  
4000 | $3,234 |
| In addition, LA Promise Charter Middle School #1 will administer the following state-mandated assessments:  
• ELPAC: Initial & Summative for ELL  
• CAASPP: ELA & Math – Grade 6-8  
• Physical Fitness Test: Grade 7  
• CA Science Test: Grade 8 | | |
| **STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:** | $142,741  
LCFF Base: $5,000-Phonics  
S&C:  
$15,580  
$6,300-Summer School  
$9,280-Think Cerca  
Title I: $7,000-Achieve  
3000  
CSI:  
$115,161 | $258,923 |
| LA’s Promise Charter Middle School #1 MTSS Program will strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, NWEA MAP, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, and improve academic outcomes for all students.  
As a result of our school’s declining CAASPP Performance, we have identified the need to address the learning gaps of our students through an intensive intervention course (smaller class size) to address those gaps in ELA and/or Math.  
Our Summer School Program will offer the Jaime Escalante Math Program for incoming 7th and 8th grade students to strengthen student math skills and math mindset. | | |
The ELA Intervention teacher and (3) Instructional Aides (Funded with CSI Grant) will provide small group targeted support/intervention in ELA and Math during the instructional day and Power Hour.

All students will be enrolled in Power Hour Intervention Block (ELAA/Math) based on CAASPP and NWEA MAP performance, taught by a credentialed ELA/Math teacher.

Our students will access the following supplemental materials and/or academic intervention programs;

- Achieve 3000
- Phonics Program
- Math Manipulatives: Base Ten Blocks (Funded with CSI Grant)
- Graphic Novels, reading books (Funded with CSI Grant)
- Brain Pop (Funded with CSI Grant)
- Reading Intervention Kits: support readers with phonemic awareness
- Think Cerca

After-school tutoring will be provided by our ELA and math credentialed teachers,

Our students also have access to an after-school academic and social-enrichment program funded through the ASES grant.

In addition, Saturday Boot Camp will be implemented to provide at-risk, struggling students with additional academic support from an ELA and Math credentialed teacher.

<table>
<thead>
<tr>
<th>Staffing, Supplemental Curriculum, &amp; Programs that Provide Social-Emotional/Behavioral Support/Intervention:</th>
<th>$6,180 - Reading Intervention Kits 1000, 3000, 4000, 5000</th>
<th>$111,990</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$115,663</td>
</tr>
</tbody>
</table>

Title I: $102,000 - AP & Benefits
LA’s Promise Charter Middle School #1 MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes.

The Assistant Principal will lead the PBIS team (also comprised of teachers) as part of a multi-year PBIS initiative (Funded with CSI Grant) and continue to attend extensive training at LA County Office of Education. The role of the AP will be to focus on school climate, behavior and attendance (at risk students for chronic absenteeism).

The Social-emotional Learning Coordinator conducts counseling groups. LAPCMS#1 has partnered with LA Child Guidance Clinic that provides a counseling intern at our school site. Our partnership with USC’s Graduate School of Social Work provides counseling interns at our school to provide individual counseling services for our students and parents. (Funded with CSI Grant)

All students are enrolled in Promise Time (Advisory), which is used to build connectedness to the school community and their advisory. Academic goal setting is a part of Promise Time. Advisory uses the Facing History curriculum that focuses on Social-emotional learning. Grade level activities are designed by school leaders to build a positive school culture.

Our staff will use Kickboard platform to reward positive behavior through Scholar Dollars, where students can earn rewards, including Lunch with the Principal. Our entire staff has been trained in asset building, and growth mindset strategies to support learners.

**STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:**

The Director of Schools meets with Designated ELD Teachers regularly to discuss and monitor EL student progress. These teachers also administer the ELPAC assessment. Currently, Cengage’s National Geographic curriculum is used for Designated ELD instruction. In the 2019-20 school year, English 3D Curriculum (Funded with CSI Grant) will also be implemented and used during Designated ELD (Power Hour) where EL students are placed according to ELPAC level. ELD

<table>
<thead>
<tr>
<th>S&amp;C: $2,990</th>
<th>Kickboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI: $7,000</td>
<td></td>
</tr>
<tr>
<td>1000, 3000, 5000</td>
<td></td>
</tr>
</tbody>
</table>

| $11,000 |
| CSI |
| 4000 |

| $1,277 |
materials and Kits (Funded with CSI Grant) will be purchased and implemented for our Newcomer program.

The Principal, Director of Schools and ELA/ teachers will monitor EL/LtEL academic progress and reclassification rate.

**STAFFING, SERVICES & PROGRAM TO SERVICE SWD:**
LAUSD is LA Promise Charter Middle School’s SELPA Provider. The SPED Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. LAPCMS#1’s program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

LA Promise Charter Middle School #1 SPED Director will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.

**COURSE ACCESS:**
In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including Unduplicated Pupils and Students with Disabilities, with access to a broad course of study (science, history) including the following:
- Physical Education
- Coding
- Philosophy
- Game Boards

**SPED – IDEA & AB602**
$480,270
1000, 2000, 3000, 5000

**S&C: PE Teacher & Equipment**
$43,240
1000, 2000, 3000

$247,647
* LAPCMS #1 is the recipient of an Arts integration grant which funds art integration in Math & ELA course for digital media and film which will include having teaching artists

**Goal Analysis**

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

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

- Action 1: State-mandated assessments were not administered due to school closure.

- Action 2: A total of 2 Instructional Aides (IA) were hired (funded with CSI Funds) rather than 3 IA’s.

- Action 2: Reading Intervention Kids & Think Cerca intervention instructional materials were not purchased because the other identified intervention web-based intervention programs (Achieve 3000, iXL Math, math Manipulatives, Brain Pop, and Graphic Noves) were sufficient and targeted to meet the needs of our students. The focus was on improving instruction through coaching while implementing intervention materials schoolwide with fidelity. Saturday Academy did not take place because it was scheduled to start in April 2020 and the school was closed due to COVID-19.

- Action 3: The Assistant Principal position was changed and an additional Principal was hired instead to lead PBIS, school climate, attendance and focus on decreasing chronic absenteeism rates schoolwide.

- Action 3: the Social-emotional Coordinator position was not filled because it was originally planned to be funded with a grant which did not occur. However, the additional Principal took over the role and responsibility of the SEL Coordinator.

- Action 4: Cengage ELD Curriculum was purchased for EL Newcomers, rather than English 3D Curriculum.

- Action 6: Broad Course of Study – all students have access to ELA, Math, Science and Social Studies/History. All teachers are required to teach an Enrichment course/period: Coding, Game Boards, Philosophy, Drama, and Technology. Digital Media Arts course was offered and paid for with a grant, whose purpose is to integrate Art in ELA and Math Courses.
A description of the successes and challenges in implementing the actions/services to achieve the goal.

Most actions were implemented with fidelity to support Goal #1; and the Annual Measurable Outcomes. An additional Principal was hired to address social-emotional and behavioral issues, implementation of PBIS; improve schoolwide culture and student connectedness in an effort to reduce chronic absenteeism rates schoolwide and across all student groups.

LA Promise Charter Middle School has implemented numerous academic intervention programs and services that started during the Summer 2019 and continued during the academic school year. NWEA MAP Assessments were administered to measure the academic progress (reading and math) of each student.

An ELA Intervention Coach was hired to provide instructional coaching for all teachers; modeling lessons, facilitating professional development and ensuring the implementation of evidence-based pedagogical strategies including were used in the classroom. A total of 2 instructional Aides were also hired to provide support to English Learners in their ELD Course and Students with Disabilities in ELA & Math through push-in support.

LA’s Promise Charter Middle School closed on March 13, 2020, due to the Governor’s Declaration of State of Emergency as a result of COVID-19; and has implemented Distance Learning. Our staff has been in continuous communication with families to ensure transition to Distance Learning is as seamless as possible. Our teaching staff received training on the transition and implementation of Distance Learning. This includes the dissemination of Chromebooks and Wi-Fi hot spots to students/families for implementation of Distance Learning.

**ACTION 1:** NWEA MAP Assessments in ELA & Math are administered 2 times per year (Fall, Winter, Spring); however, this school year due to school closure, it was administered twice (Fall & Winter). These results in combination with CAASPP, IAB’s and ICA’s provided our instructional staff with real-time data on student academic progress in ELA and Math. Findings from these assessments were used to identify targeted academic support and intervention by grade level and for EL and Students with Disabilities (SWD). There has been some growth for grades 6-7 in ELA, and a decline for grade 8. There has been some growth across all grades in Mathematics however the MEAN RIT is significantly below the 85th percentile end of year norm which serves as a predictor of Level 3 performance on CAASPP assessments for ELA & Math.
All students and student groups declined in performance as measured by the ELA & Math CAASPP (Spring 2018 versus Spring 2019 comparison) as a result academic intervention including evidence-based web-based programs were implemented schoolwide (Achieve 3000, iXL Math, Phonics Program, Math Manipulatives, Brain Pop that were implemented during Power Hour (intervention block), during core courses, and after-school, to improve student academic outcomes.

**ACTION 2:** Our school implemented a Summer Bridge Program for incoming 6th grade students, of which 38 participated. This served to prepare students for the expectations of middle school and NWEA MAP assessments were administered as a diagnostic assessment for reading and mathematics that was used by teachers to differentiate instruction.

The Jaime Escalante Math Program was implemented for 7th and 8th grade students for a total of 53 students who chose to participate that served to strengthen student math skills and math mindset.

**ACTION 3:** PBIS, or Positive Behavioral Intervention Supports, is a research-based, proactive strategy that creates the behavioral systems and structures needed for all students to grow academically and socially. Its goal is to provide a safe and supportive school climate by creating consistency across a school and meeting the unique needs of students at varying levels of behavioral and social/emotional development. At the core of PBIS is the belief that all students can exhibit appropriate behavior.

The addition of another Principal was to focus on school culture/climate, student connectedness, address student attendance and chronic absenteeism rates. An attendance plan was developed by the Principal. The SART Team role included communicating with families (calling households), meetings with parents, conducting home visits, implementing incentives for students with perfect
attendance; and monitoring attendance and behavior using Kickboard. Our school established Kickboard, an ESSA Level II evidence-based software behavior platform with a proven quasi-experimental study under ESSA proven to reduce suspensions and an evidence-based behavior inventory that provides a configuration option guaranteed to increase positivity at school. The configuration option combines PBL and SEL to help normalize behaviors school wide and ensure positive culture success. Kickboard serves to measure the effectiveness of schoolwide culture initiatives: PBIS, SEL and MTSS.

**ACTION 4:** The total number of Long-term EL decreased in 2019-20 to 56 students; from 62 student in 2018-19 school year. Our teachers participated in extensive training on the ELD Content Standards, participated in shadowing EL students, and training on administering the ELPAC Assessment. Cengage Newcomer materials were purchased.

Our EL students are enrolled in Designated ELD courses and utilize Cengage ELD curriculum. ELs also receive additional academic support during Power Hour. The ELA Intervention Coach provides training for teachers on supporting and planning Integrated ELD for EL.
**Goal 2**

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8  
Local Priorities: 1, 2

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th></th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Teachers appropriately credentialed and assigned:</td>
<td>2019-20:</td>
<td></td>
</tr>
<tr>
<td>% Students with access to standards-aligned materials</td>
<td>2019-20:</td>
<td></td>
</tr>
</tbody>
</table>

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric:

<table>
<thead>
<tr>
<th>OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>4</td>
</tr>
<tr>
<td>ELD</td>
<td>4</td>
</tr>
<tr>
<td>MATH</td>
<td>4</td>
</tr>
<tr>
<td>NGSS</td>
<td>4</td>
</tr>
<tr>
<td>HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>CTE</td>
<td>2</td>
</tr>
<tr>
<td>HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL ED.</td>
<td>4</td>
</tr>
<tr>
<td>VAPA</td>
<td>3</td>
</tr>
</tbody>
</table>

Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT

As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, PFT was not administered.
### Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAFF TO SUPPORT SCHOOL’S PROGRAM</strong></td>
<td>$917,493 LCFF Base: $733,995 S&amp;C: $183,498 (Teacher Salaries 20% &amp; Benefits) 1000, 3000</td>
<td>$960,325</td>
</tr>
<tr>
<td>LA Promise Charter Middle School #1 will employ 12 teachers, who are appropriately credentialed and assigned; and a School Principal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA Promise Charter Middle School #1 will provide all students with a longer school year and longer school day, which includes an additional 8 days of instruction, 9,700 additional instructional minutes as evidenced in the following chart, and exceeds the CA State requirements.</td>
<td></td>
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</tr>
<tr>
<td><img src="chart.png" alt="INSTRUCTIONAL TIME REQ." /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At, LA Promise Charter School, all teachers participate in 13 days of summer professional development (prior to the start of the school year), (5) non-instructional days (end of year) and monthly professional development with their designated instructional coach during the academic year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
<td>$103,800 S&amp;C: $26,134 $4,434 Induction $20.7K Science Coach $1K - NTSA Conference</td>
<td>$96,578</td>
</tr>
<tr>
<td>LA Promise Charter Middle School provides all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Topics of focus will include:</td>
<td></td>
<td></td>
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<tr>
<td>- Project-based Learning: Buck or HTH</td>
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<td></td>
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<tr>
<td>- ELD (Academic discourse and developing content vocabulary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Standards-based grading</td>
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<td></td>
</tr>
</tbody>
</table>
• Content-collaboration
• PBIS – Facing History
• Teacher induction expenses – to maintain appropriately credentialed teachers and teacher retention.

As part of our schoolwide initiative to strengthen instructional practice all teachers will be receiving targeted instructional coaching on evidence-based strategies to improve instruction funded by CSI Grant.
• Math Coach for all Math teachers (Funded by CSI Grant)
• Science Coach for all Science teachers (Funded by S&C)
• ELA/HSS Coach for all ELA Teachers (Funded by CSI Grant)

All teachers will attend a 2-week Summer teachers Conference in August (prior to the start of the school year) on team/culture building, school’s mission/vision, and growth mindset, in joint collaboration with LAPCHS teachers.

In addition, Administrators, Teachers and paraprofessionals will have opportunities to participate in workshops, and/or conferences which include:
• NSTA Conference
• CA Association of Supervisor of Child Welfare & Attendance (CASCWA) – San Diego

**CORE CURRICULUM TO BE PURCHASED:**
Every student has access to standards-aligned curriculum. The following is a list of curriculum that will be purchased:
• Science STEM Scopes
• History Alive & DBQ Project Mini kits
• Science lab equipment

<table>
<thead>
<tr>
<th>Title II: $13,556 (Induction)</th>
<th>CSI: $66,800</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1K – CASWA Conference 5000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE CURRICULUM TO BE PURCHASED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student has access to standards-aligned curriculum. The following is a list of curriculum that will be purchased:</td>
</tr>
<tr>
<td>$21,000</td>
</tr>
<tr>
<td>LCFF Base 4000</td>
</tr>
</tbody>
</table>

| $1,360 |
## TECHNOLOGY

LA’s Promise Charter Middle School #1 will continue to implement a 1:1 student to device ratio. Our teachers utilize Google Apps for Education (GAFE). Annually the Principal and IT support develop a needs assessment for purchase of technology devices which include:

- Chromebooks
- Wi-Fi expenses

| $36,180 | $10,536 |
| S&C 4000, 5000 |

## Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- **Action 1**: Teachers did not participate in 5 non-instructional PD in June 2020 as a result of school closure due to COVID-19.
- **Action 2**: Project-based learning PD did not take place this year. The focus was on developing content area expertise.
- **Action 2**: Teachers and administrators did not attend the NSTA Conference; and the CACSWA Conference. Science teachers received extensive coaching and therefore there was no need to attend the NSTA Conference this year. The CACSWA Conference was postponed this year (April 2020) as a result of COVID-19.
- **Action 3**: History Alive and DBQ Kits were not purchased this year.

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

Most actions were implemented with fidelity to support Goal #1; and the Annual Measurable Outcomes. As a school identified for Comprehensive Support & Improvement (CSI) the focus was on improving the delivery of instruction, by providing ongoing evidence-based coaching for all teachers to ensure multiple types of pedagogical strategies are used to address the diverse learning needs of all learners
students. LA Promise Charter Middle School #1 was scheduled to provide a longer school year but due to the COVID-19 resulted in school closure and the last day of classroom-based instruction was March 13, 2020.

Our teachers participated in 13 days of summer professional development; and monthly professional development with the ELA Intervention Coach. The (5) non-instructional days of professional development were scheduled for June 2020 but due to COVID-19 school closure, and physical distancing requirements, this will not take place.

As a result of the CSI Grant Funds, our school was able to provide ELA, Math and Science teachers with Instructional Coaches to facilitate professional development, model lessons, observe teachers, provide feedback, participate in lesson planning and provide ongoing coaching. Rather than increase academic intervention programs, our schoolwide initiative was on focusing on building capacity among our teachers; improving their skill, and providing them with increased professional development, support and specialized coaching to retain high quality teachers.
Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6
Local Priorities: 1, 3, 6

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Facility Inspection Tool (FIT): Score Good or Exemplary</td>
<td>2019-20: Exemplary</td>
</tr>
<tr>
<td>Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities.</td>
<td>2019-20: Outcome Met</td>
</tr>
<tr>
<td>Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:</td>
<td>2019-20: Outcome Met</td>
</tr>
<tr>
<td>Increase participation rate on student survey focusing on sense of safety &amp; school connectedness.</td>
<td>Participation Rate: 15%</td>
</tr>
<tr>
<td>Increase participation rate on parent survey focusing on sense of safety &amp; school connectedness.</td>
<td>Participation Rate: 35%</td>
</tr>
<tr>
<td>Increase participation rate on staff survey focusing on sense of safety &amp; school connectedness.</td>
<td>Participation Rate: 65%</td>
</tr>
</tbody>
</table>

Actions / Services

<table>
<thead>
<tr>
<th>Planned Action/Service</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LA’S PROMISE CHARTER MIDDLE SCHOOL #1: 2019-21 LCAP ANNUAL UPDATE
STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:

LA Promise Charter Middle School #1 will implement the following:

- The Leadership Team will review and revise the Comprehensive School Safety Plan, implement drills, train staff and develop an annual needs assessment for the purchase of supplies.
- Provide extra-curricular: After-school All Stars, sports, cheerleading, leadership, Girls Build LAP
- Host schoolwide events
- Student-led Portfolio Conferences
- Presentations of Learning to culminate PBL units & 8th Grade Presentations
- Supervision of students (during the instructional day) by Campus Aides
- Assistant Principal will monitor student absences and implement the school’s attendance policy & SART protocols, issuing letters to home, meeting with parents/families/guardians, home visits, etc.
- Implement Kickboard – Scholar Dollars

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, LA Promise Charter Middle School #1 will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students.

LAPCMS#1 will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).

During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.

<table>
<thead>
<tr>
<th>Staffing, Programs, Strategies &amp; Activities</th>
<th>Budget Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Leadership Team will review and revise the Comprehensive School Safety Plan, implement drills, train staff and develop an annual needs assessment for the purchase of supplies.</td>
<td>$141,350</td>
</tr>
<tr>
<td>• Provide extra-curricular: After-school All Stars, sports, cheerleading, leadership, Girls Build LAP</td>
<td>S&amp;C: $18,500</td>
</tr>
<tr>
<td>• Host schoolwide events</td>
<td>$5K-Supplies</td>
</tr>
<tr>
<td>• Student-led Portfolio Conferences</td>
<td>$13.5K Campus Aides</td>
</tr>
<tr>
<td>• Presentations of Learning to culminate PBL units &amp; 8th Grade Presentations</td>
<td>ASES: $122,850</td>
</tr>
<tr>
<td>• Supervision of students (during the instructional day) by Campus Aides</td>
<td>2000,4000,5000</td>
</tr>
<tr>
<td>• Assistant Principal will monitor student absences and implement the school’s attendance policy &amp; SART protocols, issuing letters to home, meeting with parents/families/guardians, home visits, etc.</td>
<td>$23,257</td>
</tr>
<tr>
<td>• Implement Kickboard – Scholar Dollars</td>
<td>(ASES is not included, listed in Goal 1 action 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods by Which Parents Participate in Decision-Making</th>
<th>Budget Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to promote and elicit parent input in decision-making, LA Promise Charter Middle School #1 will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers &amp; students.</td>
<td>$0</td>
</tr>
<tr>
<td>LAPCMS#1 will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).</td>
<td>See Goal 2, Action 1 – staff salary</td>
</tr>
<tr>
<td>During the school year SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.</td>
<td>$0</td>
</tr>
</tbody>
</table>
OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:

As part of LAPCMS #1 Initial implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. The Parent Coordinator will implement and/or facilitate the following:

- Host Parent Center at LAPCMS #1 – for parent workshops, volunteer program
- Coffee with the Principal
- Host Parent/student Orientations
- Communicate with Families using Parent Square

FACILITIES

LA’s Promise Charter Middle School #1 will provide all students with a safe, clean and well-maintained school facility required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:

- Administer an annual Facility Inspection (FIT) report
- Facility Leasing Costs (2) sites
- Facility repairs, maintenance, janitorial services and utilities.

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 3:

- Action 1: Project-based Learning/Presentations of Learning did not occur since PBL was not the focus this year but rather improving instruction and implementation of MTSS to address academic, social-emotional and behavioral supports for students.
- Action 1: Student-led Portfolio Conference did not take place as it was planned for End-of-year (June 2020), and due school closure in March 2020, as a result of COVID-19.

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

All actions and services were implemented with fidelity with the exception of Project-based Learning/Presentations of Learning since PBL was not the focus this year. Student-led Portfolio conferences were planned for End of Year (June 2020), however due to school closure as a result of COVID-19, modifications were made.

The Parent Coordinator facilitated parent workshops and events and communicated with families/guardians using multiple methods of communication including but not limited to phone calls, website, emails, and Parent Square app.

School Site Council and ELAC meetings took place, and currently our school is developing a plan to continue these meetings virtually.

The actions were effective in improving student engagement, and school safety; in addition to increasing parent engagement and input in decision-making that support positive student outcomes. Parent surveys are still pending. They were due to be disseminated in late March but due to school closure as a result of COVID-19, dissemination of surveys was postponed, because our focus was on shifting expeditiously to distance learning, and providing our families with the support through distance learning.

Our staff continues to communicate with families on a regular basis to ensure their needs are met, including logging into web-based programs, assessing families access to internet service, and utilizing the Chromebooks that were disseminated to students,
Annual Update for the 2020–21 Learning Continuity and Attendance Plan

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

**In-Person Instructional Offerings**

**Actions Related to In-Person Instructional Offerings**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and Teachers</td>
<td>$1,240,161</td>
<td>*$713,403</td>
<td>Y</td>
</tr>
<tr>
<td>PPE equipment, supplies, partitions, janitorial supplies and services as a result of COVID-19</td>
<td>$69,137</td>
<td>$49,083</td>
<td>N</td>
</tr>
</tbody>
</table>

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

LA’s Promise Charter Middle School incurred additional expenses with:
- Costs for COVID testing of staff and students not previously planned and budgeted

For the 2020-21 school year, LA’s Promise Charter Middle School #1 provided all students with a longer school day (275 daily instructional minutes), and longer school year (180 instructional days) that exceeded SB98 requirements of 175 instructional days. Additionally, all teachers participated in 2 weeks of intensive summer professional development and 7 non-instructional days during the 2020-21 academic school year for professional development.
* A portion of total teacher and Principal’s salaries will be funded with LCFF S&C (contributing).
Analysis of In-Person Instructional Offerings

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

On April 26th, LA’s Promise Charter Middle School opened for hybrid instruction which was offered to all students in grades 6-8, 4 days per week (M/T/Th/F) with Wednesday in distance learning. Approximately 31% of our students (families) opted for in-person/hybrid instruction, and 69% remained in distance learning. Our school is participating in LAUSD Fast Pass where all students and staff are COVID-19 tested on a weekly basis.

Despite our numerous outreach efforts led by the Principal and our educators in communication with families especially those with students who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child/student is struggling with distance learning and experiencing isolation. The community that LA’s Promise Charter Middle School serves was significantly impacted by the COVID pandemic, and for many families the risks of infection outweigh the benefits of in-person instruction for the final few weeks of the academic school year.

Successes with In-Person Instruction include: students are more engaged, motivated and participating regularly (attendance).

Challenges include that 69% of families chose distance/remote learning for their child, despite numerous efforts to provide in-person/hybrid instruction. Challenges also include that onsite teachers provided instruction for students participating in in-person/hybrid instruction and distance learning simultaneously.

Distance Learning Program

Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED services and instruction</td>
<td>$217,969</td>
<td>$376,128</td>
<td>N</td>
</tr>
<tr>
<td>Technology devices, Wi-Fi hotspots, internet</td>
<td>$49,352</td>
<td>$112,469</td>
<td>N</td>
</tr>
</tbody>
</table>
Online Core Curriculum: TCI History, Engage NY, Illustrative Math, & Cengage ELD  |  $23,762  |  $1,037  |  N  
Instructional Coaches (Math, Science) & facilitate professional development – funded with CSI  |  $3,000  |  $26,725  |  N  
LMU CA Reading and Literacy Project (CRLP) PD & provide content coaching (ELA, History, Spanish, Video Production/Film and PE) – funded with CSI  |  $34,500  |  $6,038  |  N  
PowerSchool SIS with parent portal  |  $5,587  |  $4,550  |  N  
IT Support (tech devices) for students and staff  |  --  |  $45,228  |  N  

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

LA’s Promise Charter Middle School incurred additional expenses with the following actions not previously identified in the LCP:
- IT Tech Support for all staff and students

Analysis of the Distance Learning Program

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

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school’s 2020-21 Learning Continuity & Attendance Plan:

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

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

The school day started at 9:05am Tuesday – Friday (exception Mondays at 8:45am) and ends at 2:25pm daily. All students participated in daily Power Hour and/or Advisory and daily synchronous and asynchronous instruction exceeded SB98 daily instructional minutes requirement of 240.

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

**Access to Devices & Connectivity:**

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

- Challenges: Despite providing students with wi-fi hotspots, accessing Zoom was intermittent because of the limited bandwidth issues.
Pupil Participation & Progress:
- Successes: Once hybrid instruction was provided in late April, student participation and academic progress improved significantly, but many who remained in distance learning continued to be disengaged. Approximately 44% of students that were chronically absent in distance learning are now attending and participating on a consistent basis during hybrid instruction.

- Challenges: Distance learning platform was a struggle for students and families. Despite offering hybrid instruction, for some families the scheduling changes created issues with their work routine.

Distance Learning Professional Development:
- Successes: Our teachers have participated in ongoing training that focused on providing engaging lessons using various platforms. As a result, our teachers have gained significant digital learning skills. We have also seen an increase in student performance as measured by NWEA MAP assessments as a result of the extensive training we’ve provided our teachers with. In addition, LAPCMS has developed systems to effectively monitor student progress and impact on student interventions (iXL Math, Achieve 3000).

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

Staff Roles & Responsibilities:
- Successes: The entire staff at LAPCMS has been very flexible, accommodating and focused on addressing the needs of our students/families.

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

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:
- Successes: LAPCMS implemented a Multi-tiered System of Supports (MTSS) that provided a basis for understanding how educators could work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students/ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. As part of our MTSS the following additional supports were provide for students
who were not performing at grade level including English Learners (EL), Students with Disabilities (SWD), Foster Youth, and Homeless youth which include:

- Intervention to address learning loss is embedded into daily lessons
- Power Hour was a daily opportunity to build foundational English and Math skills through the use of IXL Math, Achieve 3000, explicit direct instruction in small groups from teachers and support staff.
- Teachers provided small group instruction through breakout rooms, and tutoring during teacher office hours.
- Referral to Student Success Team (SST) for Tier 1 and Tier 2 intervention.
- Special Education (RSP) and General Ed teachers planned regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.
- During designated times for small group instruction, the RSP teacher co-taught with the General Education teacher and provided additional language and content support in a breakout room to support dually identified students
- Challenges: There have been challenges with EL and SWD, specifically with academic discourse, decrease in social interaction with peers, depression and stress.

**Pupil Learning Loss**

**Actions Related to the Pupil Learning Loss**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Coach – Funded with CSI Funds</td>
<td>$48,600</td>
<td>$35,417</td>
<td>N</td>
</tr>
<tr>
<td>Instructional Aide (1) Funded with Title I</td>
<td>$47,134</td>
<td>$44,250</td>
<td>N</td>
</tr>
</tbody>
</table>
A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

LA’s Promise Charter Middle School incurred additional expenses with the following actions not previously identified in the LCP:
- Additional Instructional Aides were hired for in-person/hybrid instruction
- Wilson Reading Intervention Program
- Microsoft licenses
Analysis of Pupil Learning Loss

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

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

- Successes with the numerous measures our school and educators have implanted have demonstrated based on assessment results findings that students have demonstrated slight growth or plateaued, but not declined. Approximately 44% of students that were “chronically absent” in distance learning are now attending and participating in hybrid instruction on a consistent basis.

- Challenges include: that absenteeism, specifically chronic absenteeism has further exacerbated pupil learning loss. In addition, students who are absent, disengaged, and/or fail to participate in instruction on a regular basis are also not completing assignments. Despite numerous attempts to contact families and students using multiple methods have been unsuccessful. For these students, families have been disengaged and/or uninvolved in their child’s academic program.

Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

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

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

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

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

Analysis of Pupil and Family Engagement and Outreach

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

- Successes with student engagement/outreach: our office staff communicated with students/families on a daily basis when a student was late logging in and/or absent from any course throughout the day. The consistency of communication and outreach resulted in identifying root causes, strategies to support families/students, and possibly preventing further chronic absenteeism.

- Successes with parent engagement: once relationships were developed parent engagement improved. Families participated in virtual award assemblies via Zoom with high turnout.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction. Tiered reengagement strategies were implemented with fidelity and resulted in home visits.

- Challenges include: despite numerous efforts to engage students our school’s projected chronic absenteeism rates is 14%.

Analysis of School Nutrition

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

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.
Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-being</td>
<td>Social worker interns (2); and Social Worker (Supervisor)</td>
<td>$11,000</td>
<td>$40,131</td>
<td>Y</td>
</tr>
<tr>
<td>Pupil &amp; Family Engagement and Outreach</td>
<td>Support staff: office coordinators, campus aides, who will contact families/students when absent, troubleshoot issues, provide virtual tech support, and translation services</td>
<td>$101,093</td>
<td>$109,970</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.
Overall Analysis

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

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: adherence to state and local county health department guidelines. LA’s Promise Charter Middle School has expended a significant amount of funds to purchase PPE, maintain consistent facilities cleaning, classroom arrangement.

- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service, despite provide wi-fi hot spots.

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: LAPCMS built upon its research-based Multi-tiered System of Supports (MTSS). Our Counseling Team and Social Worker interns provided mental health and social and emotional well-being support for our students. It is exceptionally challenging to provide this level of support remotely, which generated the need for continuous outreach to build strong relationships, both in person and online. Strategies were developed and built into the instructional day, to provide a stable virtual environment to deliver social-emotional supports for students that resulted in somewhat improved student engagement. They included:
  - Promise Time/Advisory – for team building, academic advising, and group discussions
  - Community Town Halls and Village Circles for staff and students
  - Students had access to: School Psychologist, school counselor, social work interns and referrals to Wellnest for Counseling
  
- The Principal conducted weekly check-ins for all staff, implemented teacher support teams, provided opportunities for wellness and community building among staff.

- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment courses that integrate experiential learning opportunities, and transition to in-person instruction that will result in higher student engagement.

- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms. LAPCMS staff utilized ParentSquare to send schoolwide, class-level or grade-specific messages. All families received weekly announcements via phone call, ParentSquare, our school’s website, and Facebook Social Media as requested by families. All announcements and correspondence were translated to Spanish based on the 15% minimum language translation requirement.
An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

LA’s Promise Charter Middle School will continue to implement the following cycle of assessments to assess pupil learning loss and monitor student progress which will be incorporated in the school’s 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- NWEA MAP Assessments: Reading, Language & Math 3 times/year
- Achieve 3000 Reading Lexile levels: 3 times/year
- Formative Assessments: exit slips will be administered daily for all subjects
- Summative Assessments

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

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.
Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

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

- Implement of iXL Math
- Implement Achieve 3000/Actively Learn
- Implement Wilson Reading Program
- Implement Summer Bridge Program & partner with After-school All Stars
- Continue with Power Hour intervention block
- Implement Reading Interventionist
- Utilize instructional Aides to support struggling learners
- Hire Social Worker
- Continue to implement PBIS
Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.
• If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

• In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

• Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  
  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

• Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

• Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA’s Promise Charter Middle School #1</td>
<td>Donna Jacobson, Head of Schools</td>
<td><a href="mailto:donnaj@lapromisefund.org">donnaj@lapromisefund.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>323.403.0770</td>
</tr>
</tbody>
</table>

Plan Summary 2021-22

General Information

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

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

LA Promise Charter Middle School #1 is operated through LA Promise Fund, a nonprofit organization dedicated to preparing students for success in college, career, and life. The Fund creates vibrant community hubs and partnerships that foster motivated, engaged, and directed students, who are poised for academic, professional, and personal success. The school is located in the Vermont Corridor in South Los Angeles. The students who attend the school primarily reside, within the SLATE-Z Promise Zone, a federally designated neighborhood that is severely affected by poverty, overcrowded housing, high rates of unemployment, and homelessness.

LA’s Promise Charter Middle School #1 currently serves 169 students in grade 6-8 of with student demographics that include: 66% Hispanic, 27% African American, 2% 2+ Races, 34.3%% English Learners (EL), 19.5% Students with Disabilities (SWD), 0.5% Homeless, 0.5% Foster Youth (FY), and 97.6% Socioeconomically Disadvantaged (SED).

The mission of LA’s Promise Charter Middle School #1 is to promote every student with the skills and proficiency needed to succeed in high school; and ultimate to graduate from high school having successfully completed a college and career preparatory education.

More broadly, our vision is to transform education in South Los Angeles via a vibrant community middle school hub that graduate all students prepared for healthy and successful lives, thereby radically improving the future of an entire community.

Both our mission and vision are encompassed by the broader LA’s Promise mission to graduate every student attending an LA’s Promise neighborhood school college and career ready. Through a robust school turnaround model, LA’s Promise will operate a portfolio of K-12 schools committed to ensuring that students growing up in poverty receive an excellent education.
Reflections: Successes

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

The following chart reflects LA’s Promise Charter Middle School’s (LAPCMS) Fall 2019 California Schools Dashboard results. As a result of the COVID-19 pandemic, and the governor’s orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance levels for Suspension Rate reflected a green performance level schoolwide and for the Socioeconomically Disadvantaged, and African American student groups; Blue for Students with Disabilities (SWD); Yellow for Hispanic and Orange for the English Learner (EL) student group.

LAPCMS continues to implement Positive Behavioral Intervention and Supports (PBIS), an approach used to promote school safety and positive behavior. With PBIS, the focus is on prevention not on punishment, by teaching students behavior expectations and strategies. With the return to in-person instruction this Fall 2021, the Assistant Principal will lead schoolwide PBIS initiatives, SEL curriculum and Kickboard in collaboration with the Social worker and continue to participate in PBIS cohort training at LACOE.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>Graduation Rate</th>
<th>College/Career</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Red</td>
<td>Green</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>English Learners</td>
<td>Red</td>
<td>Orange</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Homeless</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Red</td>
<td>Green</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Red</td>
<td>Blue</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Orange</td>
</tr>
<tr>
<td>African American</td>
<td>Red</td>
<td>Green</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Asian</td>
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<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Filipino</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Red</td>
<td>Yellow</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>White</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
Reflections: Identified Need

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

LAPCMS received a Red Performance level for the following State and Academic Indicators schoolwide and for each of its numerically significant student groups as seen on the chart on the previous page:

- Chronic Absenteeism
- English Language Arts
- Mathematics (The SWD student group received an Orange Performance Level)

For the Suspension Rate:

- English Learner student group received an orange performance level
- Hispanic student group received a yellow performance level

The following provides a description of the actions that have taken place to address these areas of critical need.

For **Chronic Absenteeism Indicator**, the following chart reflects the 2017-18 and 2018-19 chronic absenteeism rates school wide and for all student groups: African American, Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED); and Students with Disabilities (SWD).

<table>
<thead>
<tr>
<th>LA’s PROMISE CHARTER MIDDLE SCHOOL</th>
<th>ELIG ENROLL</th>
<th>COUNT</th>
<th>RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 CHRONIC ABSENTEEISM RATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOLWIDE</td>
<td>204</td>
<td>33</td>
<td>16.2%</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>72</td>
<td>18</td>
<td>25.0%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>126</td>
<td>14</td>
<td>11.1%</td>
</tr>
<tr>
<td>ENGLISH LEARNERS</td>
<td>65</td>
<td>7</td>
<td>10.8%</td>
</tr>
<tr>
<td>SOC. ECON DISADV.</td>
<td>191</td>
<td>27</td>
<td>14.1%</td>
</tr>
<tr>
<td>SWD</td>
<td>48</td>
<td>7</td>
<td>14.6%</td>
</tr>
<tr>
<td><strong>2018-19 CHRONIC ABSENTEEISM RATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOLWIDE</td>
<td>274</td>
<td>64</td>
<td>23.4%</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>92</td>
<td>29</td>
<td>31.5%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>173</td>
<td>32</td>
<td>18.5%</td>
</tr>
<tr>
<td>ENGLISH LEARNERS</td>
<td>89</td>
<td>19</td>
<td>21.3%</td>
</tr>
<tr>
<td>SOC. ECON DISADV.</td>
<td>251</td>
<td>57</td>
<td>22.7%</td>
</tr>
<tr>
<td>SWD</td>
<td>68</td>
<td>14</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

In 2018-19, members of our leadership team participated in the California Association of Supervisors of Child Welfare and Attendance (CASCWA) to learn about strategies to improve student attendance and root causes. An office coordinator was hired to identify, monitor and report to the leadership team, student attendance rates, and those at-risk for chronic absenteeism. The Leadership Team has implemented strategies recommended by CASCWA which include, daily calls to families, conducting parent meetings with the Principal to identify root causes and develop and implement an action plan, including a SART.
The 2020-21 school year started with all students participating in distance learning. In order to improve student attendance, participation and engagement LAPCMS staff will utilize ParentSquare to send schoolwide, class-level or grade-specific messages. All families will receive weekly announcements via phone call, ParentSquare, our school’s website, and Facebook Social Media as requested by families. All announcements are also translated to Spanish based on the 15% minimum language translation requirement.

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

**Tier 1:**
- Teachers take daily attendance within 10 minutes of the start of the synchronous period. A roll call can be taken through audio, visual, or typed responses.
- Students attendance is recorded directly through the SIS system, Power School.
- Teachers will document/report students who are present during a synchronous session, but do not actively complete assignments.
- School team members will contact families to alert them of the student absence and consider personalized solutions for re-engagement purposes.

**Tier 2:**
- Daily attendance and participation data will be reviewed on a weekly basis, by the LAPCMS Attendance Team, consisting of school leaders and support team members.
- Additional follow-up actions will be determined through outreach and intervention (Student Success Team, counseling support).
- Additional academic counseling, intervention, and support provided.

**Tier 3:**
- Increased follow-up communication by the school team may include personal phone calls, meetings, or home visits.
- Referrals will be made to counselors or outside agencies, to access information and additional mental health resources.
- Parent team can work with families to attain resources within the community.

All teachers documented daily attendance using PowerSchool, Student Information System based on participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities were assigned a time value.
In the SIS, teachers assigned a time value for each activity, indicated whether the activity is synchronous or asynchronous, and documented each student’s participation and engagement in each lesson and activity for each day of the week.

LAPCMS ensured that a Weekly Engagement Record was completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

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

LAPCMS utilized the RTI system to support disengaged learners. These tiers involved the development of a culture focused on the advancement of student learning through targeted, systematic interventions that were tailored to individual student needs, and remediation and enrichment that were embedded within the school day.

LAPCMS continued to implement Positive Behavioral Interventions and Supports (PBIS) a proactive approach to improve school safety, promoted positive behavior, and decreased suspension rates. Our school’s PBIS team continued to participate in PBIS training at LACOE, and implement evidence-based strategies to decrease suspension rates. Our tiered system of supports for students focused on behavior prevention and intervention.

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>CUM ENROLL</th>
<th>TOTAL #</th>
<th>UNDUP COUNT</th>
<th>RATE</th>
<th>% STUD. W/1 SUSP</th>
<th>% STUD. W/MULT. SUSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOLWIDE</td>
<td>211</td>
<td>5</td>
<td>5</td>
<td>2.4%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>75</td>
<td>4</td>
<td>4</td>
<td>5.3%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>129</td>
<td>1</td>
<td>1</td>
<td>0.8%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>ELL</td>
<td>66</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>SOC. ECON DISADV</td>
<td>197</td>
<td>5</td>
<td>5</td>
<td>3%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>SWD</td>
<td>48</td>
<td>2</td>
<td>2</td>
<td>4%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**2017-18 SUSPENSION RATE**
For the Academic Indicators on the CA Schools Dashboard, the following chart reflects the Spring 2019 ELA and Math CAASPP Scale Scores. Distance from Standard and the scale score change from Spring 2018.

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>CUM ENROLL</th>
<th>TOTAL #</th>
<th>UNDUP COUNT</th>
<th>RATE</th>
<th>% STUD. W/1 SUSP</th>
<th>% STUD. W/MULT. SUSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOLWIDE</td>
<td>287</td>
<td>3</td>
<td>3</td>
<td>1.0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>98</td>
<td>1</td>
<td>1</td>
<td>1.0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>180</td>
<td>2</td>
<td>2</td>
<td>1.1%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>ELL</td>
<td>91</td>
<td>2</td>
<td>2</td>
<td>2.2%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>SOC. ECON DISADV</td>
<td>262</td>
<td>3</td>
<td>3</td>
<td>1.1%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>SWD</td>
<td>71</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The following chart provides the 2019-20 Fall-to-Winter NWEA MAP assessments in reading and mathematics. Grades 6-7 made at least one year's growth in reading; and grade 8 demonstrated a one-year decline, with the exception of Students with Disabilities. In Mathematics: Grades 6 and 8 made a one-year growth, and grade 7 did not.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>FALL MEAN RIT</th>
<th>FALL EL RIT</th>
<th>FALL SWD RIT</th>
<th>WINTER MEAN RIT</th>
<th>WINTER EL RIT</th>
<th>WINTER SWD RIT</th>
<th>WINTER INTERIM 2 MEAN RIT</th>
<th>WINTER INTERIM 2 EL RIT</th>
<th>WINTER INTERIM 2 SWD RIT</th>
<th>MEAN RIT GROWTH</th>
<th>MEAN EL RIT GROWTH</th>
<th>MEAN SWD RIT GROWTH</th>
<th>MEAN SCHOOL GROWTH NORMS</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 6</td>
<td>193</td>
<td>188</td>
<td>180</td>
<td>197</td>
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<td>186</td>
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<td>3</td>
<td>6</td>
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<td>1.02</td>
</tr>
<tr>
<td>GRADE 7</td>
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<td>184</td>
<td>182</td>
<td>202</td>
<td>194</td>
<td>193</td>
<td>202</td>
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<td>1.02</td>
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<tr>
<td>GRADE 8</td>
<td>206</td>
<td>192</td>
<td>192</td>
<td>203</td>
<td>192</td>
<td>197</td>
<td>203</td>
<td>192</td>
<td>197</td>
<td>-3</td>
<td>0</td>
<td>5</td>
<td>2.51</td>
<td>1.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>FALL MEAN RIT</th>
<th>FALL EL RIT</th>
<th>FALL SWD RIT</th>
<th>WINTER MEAN RIT</th>
<th>WINTER EL RIT</th>
<th>WINTER SWD RIT</th>
<th>WINTER INTERIM 2 MEAN RIT</th>
<th>WINTER INTERIM 2 EL RIT</th>
<th>WINTER INTERIM 2 SWD RIT</th>
<th>MEAN RIT GROWTH</th>
<th>MEAN EL RIT GROWTH</th>
<th>MEAN SWD RIT GROWTH</th>
<th>MEAN SCHOOL GROWTH NORMS</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 6</td>
<td>197</td>
<td>194</td>
<td>193</td>
<td>201</td>
<td>197</td>
<td>195</td>
<td>201</td>
<td>197</td>
<td>195</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4.81</td>
<td>1.28</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>202</td>
<td>194</td>
<td>186</td>
<td>204</td>
<td>197</td>
<td>191</td>
<td>204</td>
<td>197</td>
<td>191</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3.83</td>
<td>1.19</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>203</td>
<td>196</td>
<td>196</td>
<td>207</td>
<td>199</td>
<td>198</td>
<td>207</td>
<td>199</td>
<td>198</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3.20</td>
<td>1.38</td>
</tr>
</tbody>
</table>
As a result of the dashboard performance levels, CAASPP Performance and the 2019-20 NWEA MAP Assessments results, there was a need to implement a clear and robust distance learning platform that provided step-by-step instructions on how to participate in distance learning; including norms that must be adhered to and submitting completed assignments. This was the planning that took place during the Summer 2020 in preparation for the 2020-21 school year.

For the 2020-21 school year NWEA MAP assessments were mostly administered remotely since hybrid instruction did not start until April 26th. According to the following chart, students across all grade levels demonstrated a one-year growth in Reading with the exception of 6th grade Students with Disabilities. In mathematics, all grade levels demonstrated at least a one-year growth, with the exception of 7th grade Students with Disabilities. The largest growth was among 6th grade English Learners and Students with disabilities student groups, as evidenced below. LAPCMS has administered the CAASPP ELA & Math assessments this Spring 2021, and results are pending.

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<tr>
<th>GRADE LEVEL</th>
<th>Baseline - August 2020</th>
<th>Interim #1 - Fall 2020 (November)</th>
<th>Interim #2 - Winter 2021 (March)</th>
<th>MEAN RIT GROWTH</th>
<th>MEAN EL RIT GROWTH</th>
<th>MEAN SWD RIT GROWTH</th>
<th>MEAN SCHOOL GROWTH NORMS</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 6</td>
<td>188 184 183</td>
<td>189 185 184</td>
<td>192 189 185</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3.64</td>
<td>1.02</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>194 185 182</td>
<td>197 187 187</td>
<td>199 191 188</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>2.87</td>
<td>1.02</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>201 191 187</td>
<td>201 190 194</td>
<td>205 196 198</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>2.51</td>
<td>1.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
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<th>Interim #1 - Fall 2020 (November)</th>
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<th>MEAN RIT GROWTH</th>
<th>MEAN EL RIT GROWTH</th>
<th>MEAN SWD RIT GROWTH</th>
<th>MEAN SCHOOL GROWTH NORMS</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 6</td>
<td>193 189 183</td>
<td>194 191 186</td>
<td>198 198 193</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>4.81</td>
<td>1.28</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>199 194 190</td>
<td>202 197 192</td>
<td>203 197 191</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3.83</td>
<td>1.19</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>205 198 195</td>
<td>207 198 197</td>
<td>209 200 199</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3.20</td>
<td>1.38</td>
</tr>
</tbody>
</table>
LCAP Highlights

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

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

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

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

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

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

- Goal #2: Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcomes for all students, including English Learners and SWD. (Aligns with WASC Action Plan #1 & 2)
- Goal #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school’s mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

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

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

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

Schools Identified

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

| LA’s Promise Charter Middle School |

Support for Identified Schools

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

LAPCMS #1 was identified for Comprehensive Support and Improvement (CSI) as a result of the school’s performance on the Fall 2019 California Schools Dashboard. Our school received a red performance level for the Chronic Absenteeism State Indicator and the English Language Arts and Mathematics Academic Indicator.

Our school’s Leadership Team comprised of the Director of Schools, Principal, SPED Teacher, and Lead Teachers collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the needs assessment. Data analysis included the Fall 2019 California Schools Dashboard (Academic and state indicators), local indicators, CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, NWEA Measures of Academic Progress (MAP) results for Reading and Math. The following chart reflects the Fall 2019 California Schools Dashboard for LAPCMS #1.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>Graduation Rate</th>
<th>College/Career</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Red</td>
<td>Green</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>English Learners</td>
<td>Red</td>
<td>Orange</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Homeless</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Red</td>
<td>Green</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Red</td>
<td>Blue</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Orange</td>
</tr>
<tr>
<td>African American</td>
<td>Red</td>
<td>Green</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Asian</td>
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<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Filipino</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Red</td>
<td>Yellow</td>
<td>None</td>
<td>None</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
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<tr>
<td>White</td>
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<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
For **Chronic Absenteeism Indicator**, the following chart reflects the 2017-18 and 2018-19 chronic absenteeism rates school wide and for all student groups: African American, Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED); and Students with Disabilities (SWD).

<table>
<thead>
<tr>
<th></th>
<th>LA's PROMISE CHARTER MIDDLE SCHOOL</th>
<th>LA's PROMISE CHARTER MIDDLE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 CHRONIC ABSENTEEISM RATE</strong></td>
<td><strong>2018-19 CHRONIC ABSENTEEISM RATE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELIG ENROLL</td>
<td>COUNT</td>
</tr>
<tr>
<td>SCHOOLWIDE</td>
<td>204</td>
<td>33</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>126</td>
<td>14</td>
</tr>
<tr>
<td>ENGLISH LEARNERS</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td>SOC. ECON DISADV.</td>
<td>191</td>
<td>27</td>
</tr>
<tr>
<td>SWD</td>
<td>48</td>
<td>7</td>
</tr>
</tbody>
</table>

In 2018-19, members of our leadership team participated in the California Association of Supervisors of Child Welfare and Attendance (CASCWA) to learn about strategies to improve student attendance and root causes. An office coordinator was hired to identify, monitor and report to the leadership team, student attendance rates, and those at-risk for chronic absenteeism. The Leadership Team has implemented strategies recommended by CASCWA which include, daily calls to families, conducting parent meetings with the Principal to identify root causes and develop and implement an action plan, including a SART.

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

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

**Tier 1:**
- Teachers take daily attendance within 10 minutes of the start of the synchronous period. A roll call can be taken through audio, visual, or typed responses.
- Students attendance is recorded directly through the SIS system, Power School.
- Teachers will document/report students who are present during a synchronous session, but do not actively complete assignments.
- School team members will contact families to alert them of the student absence and consider personalized solutions for re-engagement purposes.

**Tier 2:**
- Daily attendance and participation data will be reviewed on a weekly basis, by the LAPCMS Attendance Team, consisting of school leaders and support team members.
- Additional follow-up actions will be determined through outreach and intervention (Student Success Team, counseling support).
- Additional academic counseling, intervention, and support provided.

**Tier 3:**
- Increased follow-up communication by the school team may include personal phone calls, meetings, or home visits.
- Referrals will be made to counselors or outside agencies, to access information and additional mental health resources.
- Parent team can work with families to attain resources within the community.

All teachers documented daily attendance using PowerSchool, Student Information System based on participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities were assigned a time value. In the SIS, teachers assigned a time value for each activity, indicated whether the activity is synchronous or asynchronous, and documented each student’s participation and engagement in each lesson and activity for each day of the week.

LAPCMS ensured that a Weekly Engagement Record was completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

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

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

<table>
<thead>
<tr>
<th>2017-18 SUSPENSION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHNICITY</td>
</tr>
<tr>
<td>SCHOOLWIDE</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
</tr>
<tr>
<td>HISPANIC</td>
</tr>
<tr>
<td>ELL</td>
</tr>
<tr>
<td>SOC. ECON DISADV</td>
</tr>
<tr>
<td>SWD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 SUSPENSION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHNICITY</td>
</tr>
<tr>
<td>SCHOOLWIDE</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
</tr>
<tr>
<td>HISPANIC</td>
</tr>
<tr>
<td>ELL</td>
</tr>
<tr>
<td>SOC. ECON DISADV</td>
</tr>
<tr>
<td>SWD</td>
</tr>
</tbody>
</table>

For the Academic Indicators on the CA Schools Dashboard, the following chart reflects the Spring 2019 ELA and Math CAASPP Scale Scores Distance from Standard and the scale score change from Spring 2018.

<table>
<thead>
<tr>
<th>SPRING 2019: ELA CAASPP SCALE SCORE</th>
<th>SPRING 2019: MATH CAASPP SCALE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 DFS</td>
<td>Δ18 to Δ19</td>
</tr>
<tr>
<td>ALL STUDENTS</td>
<td>-87.2</td>
</tr>
<tr>
<td>EL</td>
<td>-110.6</td>
</tr>
<tr>
<td>SOC ECON DISADV</td>
<td>-85.9</td>
</tr>
<tr>
<td>SWD</td>
<td>-130.2</td>
</tr>
<tr>
<td>AFRIC. AMERICAN</td>
<td>-88.7</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>-87.1</td>
</tr>
</tbody>
</table>
The following chart provides the 2019-20 Fall-to-Winter NWEA MAP assessments in reading and mathematics. Grades 6-7 made at least one year’s growth in reading; and grade 8 demonstrated a one-year decline, with the exception of Students with Disabilities. In Mathematics: Grades 6 and 8 made a one-year growth, and grade 7 did not.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>2019-20 NWEA MAP RESULTS: READING</th>
<th>2019-20 NWEA MAP RESULTS: MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FALL</td>
<td>WINTER</td>
</tr>
<tr>
<td>GRADE 6</td>
<td>193</td>
<td>188</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>195</td>
<td>184</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>206</td>
<td>192</td>
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As a result of the dashboard performance levels, CAASPP Performance and the 2019-20 NWEA MAP Assessments results, there was a need to implement a clear and robust distance learning platform that provided step-by-step instructions on how to participate in distance learning; including norms that must be adhered to and submitting completed assignments. This was the planning that took place during the Summer 2020 in preparation for the 2020-21 school year.

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<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>2020-21 NWEA MAP RESULTS: READING</th>
<th>2020-21 NWEA MAP RESULTS: MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>GRADE 6</td>
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<td>185</td>
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<tr>
<td>GRADE 8</td>
<td>201</td>
<td>191</td>
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<th>MEAN EL RIT GROWTH</th>
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<th>SD</th>
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<tbody>
<tr>
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<td>189</td>
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<td>194</td>
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<td>186</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>199</td>
<td>194</td>
<td>190</td>
<td>202</td>
<td>197</td>
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<td>3</td>
</tr>
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<td>207</td>
<td>198</td>
<td>197</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
LAPCMS #1 determined the underlying causes of low-performance by conducting a root-cause analysis which identified the following needs:

- Strengthen the quality and delivery of the instructional program and build capacity among our educators by providing a robust evidence-based professional development program with ongoing Instructional Coaching. Teachers are not implementing high quality and rigorous curriculum with fidelity. There is a need to hold all teachers accountable for implementing evidence-based pedagogical strategies during daily instruction and for the Principal to provide teachers with feedback on a regular basis.

- Continue to strengthen and expand our Multi-Tiered System of Supports (academic, behavioral, social-emotional), especially since incoming students are performing significantly below grade level.

- Increase student engagement, and participation especially with distance learning.

- Continue to support and strengthen SPED Program that serves our increasing percentage of Students with Disabilities 24.1%.

- Continue to implement PBIS schoolwide to decrease suspension rates, and improve school culture

- Continue to strengthen Power Hour Academic intervention built into the instructional day

- There is a need for Administrative Support to create, implement, and maintain critical systems that support the instructional program.

As a result of our needs assessment for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning.

The following includes programs and supports that will be implemented for 2021-22 school year to improve student academic outcomes and reduce chronic absenteeism rates.

- Provide ELA & History teachers with a robust evidence-based Professional Development from Loyola Marymount University’s (LMU) CA Reading and Writing Project. (CRLP) (CSI Funds)

- Instructional Coaching and Professional Development for all Math Teachers to improve quality and delivery of Mathematics instruction and improve student academic outcomes. (CSI Funds)

- Intervention Teacher (credentialed) to provide Tier 2 reading supports for students reading 4+ years below grade level. Over 50% of our students are reading 4 or more years below grade level.

- Instructional Aide will provide push-in academic support for students who are struggling academically as identified on CAASPP ELA/Math assessments, NWEA MAP Assessments, student work and/or academic grades. (CSI Funded); and additional Instructional Aide will be funded with Title I Funds.
- NWEA MAP Assessments (Reading & Math) will be administered 3 times/year to measure and monitor student academic progress. Results will be used to inform instruction and/or identify student academic needs, learning gaps, and provide targeted academic supports. (Title I funded)

- Achieve 3000 is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities. Continue to implement Achieve 3000 for all grade levels for assessments (reading Lexile level) and to accelerate reading comprehension. (Title I funded)

- Social Worker to provide counseling services for students with personal and psychological issues that impact their academic performance, behavior, and socialization at school. Counseling sessions will take place including workshops and establish and implement prevention programs and intervention plans. The Social Worker will communicate with students to assess whether counseling is needed; and assist teachers and administrators with the identification of root causes of behavioral issues. In addition, will develop partnerships with community-based organizations that can further support the economic, social-emotional and/or mental health issues of our students through referrals for such services. The Social Worker will provide evidence-based strategies for school staff to implement to address student behavior and/or social-emotional issues. The Social Worker will also communicate with families to provide referral services for social services including shelters, access to food banks, and medical services. (Title I funded)

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

LA Promise Charter Middle School #1’s Leadership Team will serve as the “CSI Team,” who will monitor and evaluate the implementation and effectiveness of the CSI Plan to support overall schoolwide improvement.

The CSI Team will be comprised of the Director of Schools, Principal, Assistant Principal, SPED Coordinator and the Director of Operations (finances). The CSI team will meet on a monthly basis.

1. Mid-year and Annual growth targets will be developed for each student in ELA and Math; based on Spring 2021 CAASPP ELA/Math results and most recent NWEA MAP results (ELA/Math). This process will take place during the summer by the Leadership Team and during summer Professional Development with the entire teaching staff. Learning Outcomes will be developed and monitored on a quarterly basis to ensure accountability from our Leadership team & educators for improving student outcomes. MTSS will be systematized and strengthened to ensure services are provided to students based on identified academic, and/or social-emotional need.

2. During parent/student orientation: Principal, Assistant Principal and Teachers, will meet with families and discuss their child’s academic performance, action plan with mid-year and annual growth target expectations) and explain resources available and that will be provided. For families that fail to attend the parent/student orientation, home visits by the Leadership team will take place to ensure all stakeholders are informed; provided mid-year and end-of-year growth targets, and expectations. The Principal will be responsible in monitoring this process and ensure a meeting takes place with every student. Documentation will include a roster of every enrolled
student, academic grades, NWEA results, CAASPP results, resources and interventions provided, and mid-year and end of year growth targets. This document will be reviewed and discussed during each Monthly Leadership Team meeting.

3. The Assistant Principal and Principal will conduct bi-weekly classroom observations using an Observation Tool that will focus on specific pedagogical strategies that all teachers must implement (based on evidence-based practices) and professional development provided to teachers. Upon the completion of the classroom observation, feedback will be provided to each teacher, and shared with the instructional coach. Results and findings will be shared at monthly Leadership Team meetings.

4. For students participating in Summer Program & Summer Bridge (2021) – pre/post assessments will be administered to assess and monitor student progress. The Principal will be responsible for the collection of this data; that will be presented at the Monthly Leadership Team meetings.

5. A survey will be administered to each teacher where they will evaluate Professional Development; and the coaching they receive. Results from the surveys will be reviewed and discussed during Monthly Leadership Team meetings, and used to identify whether modifications/changes need to be made mid-year to improve student outcomes and support our teacher’s needs.

6. The Principal will also collect and monitor: on a weekly basis: student attendance, identify each student (and the total number of absences to-date), steps taken (phone call home, meeting with student and family, resources provided, and adherence to action plan for each student). The counselor will provide the principal with behavior (referral) incidents on a weekly basis. These reports will be compiled and presented by the Principal to the Leadership Team (Monthly).

7. The Leadership Team including the Director of Schools will use the data from these reports to assess the implementation of these actions, services and program and evaluate the effectiveness of the CSI Plan to support student and school improvement. Quarterly reports will be developed for each of these actions and presented to the LA Promise Charter Middle School’s Board of Directors by the Director of Schools & Principal.
Stakeholder Engagement

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

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

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

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>STAKEHOLDER TYPE</th>
<th>TOPIC(S) DISCUSSED</th>
<th>METHOD OF INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/20</td>
<td>Parents &amp; Staff</td>
<td>LCAP Goals</td>
<td>School Site Council (SSC)</td>
</tr>
<tr>
<td>10/10/20</td>
<td>Students</td>
<td>School Safety: Bullying, Cyber-bullying, School Climate Anti-Defamation League</td>
<td>Assembly</td>
</tr>
<tr>
<td>10/30/20</td>
<td>Staff</td>
<td>LCAP Goal #1: Student achievement: CAASPP &amp; NWEA</td>
<td>Staff Meeting</td>
</tr>
<tr>
<td>12/10/20</td>
<td>Governing Board</td>
<td>Update on LCAP Annual Measurable Outcomes (AMO) Chronic absenteeism</td>
<td>Board Meeting</td>
</tr>
<tr>
<td>1/20/21</td>
<td>Parents, Staff &amp; Students</td>
<td>Panorama School Climate, SEL Survey Administration</td>
<td>Survey</td>
</tr>
<tr>
<td>3/1/21</td>
<td>Staff &amp; Board</td>
<td>Transition to In-Person instruction, LCAP Actions, &amp; AB86 Funding</td>
<td>Zoom meeting</td>
</tr>
<tr>
<td>3/15/21</td>
<td>Parents/families</td>
<td>Transition to In-Person instruction, LCAP Actions, &amp; AB86 Funding</td>
<td>Parent webinar (Zoom) including PAC, ELAC/DELAC</td>
</tr>
<tr>
<td>4/5/21</td>
<td>Parents/families</td>
<td>Summer Enrichment &amp; ELO Grant, in alignment with LCAP Goals</td>
<td>Parent webinar (Zoom) including PAC, ELAC/DELAC</td>
</tr>
<tr>
<td>1/28/21</td>
<td>Parents/families</td>
<td>LCAP Goal #3: Engage Parents as partners, sharing school Lexile data, and ADA. Solicit feedback on action plans</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>2/25/21</td>
<td>Parents/families</td>
<td>Update on Goal #3: Lexile data and ADA</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>3/25/21</td>
<td>Parents/families</td>
<td>Update on Goal #3: Lexile data and ADA, Steps for re-opening to Hybrid</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>10/15/21</td>
<td>Parents/families</td>
<td>LCAP Goal #3: Engage Parents as partners, sharing kickboard culture data, school ADA data and Student grade distribution. Solicit feedback on action plans</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>11/19/21</td>
<td>Parents/families</td>
<td>LCAP Goal #3: Engaging parents with SPSA and Petition renewal</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>4/29/21</td>
<td>Parents/families</td>
<td>LCAP Goal #3: update on hybrid learning and feedback</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>10/28/21</td>
<td>Governing Board</td>
<td>LCAP Goal #3: Sharing dashboard data, action plan, get feedback</td>
<td>Zoom Meeting</td>
</tr>
<tr>
<td>12/3/21</td>
<td>Governing Board</td>
<td>LCAP Goal #3: Update on NWEA, ADA</td>
<td>Zoom Meeting</td>
</tr>
</tbody>
</table>
During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: would like to continue to strengthen academic, social-emotional and behavioral supports and fill vacant positions prior to the start of the school year, to ensure student needs are met.
- Teachers would like to continue to receive instructional coaching with ELA and Mathematics.
- Staff/paraprofessionals would like to continue with PowerHour to provide students with additional academic support and intervention.
- Parents including PAC, ELAC/DELAC & EL-PAC have shared concerns and indicated they would like Summer School and for the school to provide academic supports to accelerate learning.
- Students: would like to return to fully in-person instruction and interacting with their peers.
- SELPA consultation took place and no additional feedback was provided.

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

- Tiered academic support and intervention (Goal 1, Action 2)
- Summer School academic program (Goal 1, Action 2)
- Social-emotional supports (Goal 1, Action 3)
- Student engagement and positive school climate (Goal 3, Action 1)
- Supporting Students with Disabilities (SWD) (Goal 1, Action 5)
- Instructional Coaching by content area (Goal 2, Action 2)
Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA CAASPP Scale Score - DFS</td>
<td>2020-21 results pending</td>
<td></td>
<td></td>
<td>+15-point Scale Score growth</td>
<td></td>
</tr>
<tr>
<td>Math CAASPP Scale Score - DFS</td>
<td>2020-21 results pending</td>
<td></td>
<td></td>
<td>+15-point Scale Score growth</td>
<td></td>
</tr>
<tr>
<td>Gr 8: CA Science Test (CAST) Scale Score - DFS</td>
<td>* Not administered</td>
<td></td>
<td></td>
<td>+15-point Scale Score growth</td>
<td></td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>93%</td>
<td></td>
<td></td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>14%</td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Middle School Dropout Rate</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Expulsion Rate</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td>&lt;1%</td>
</tr>
<tr>
<td>% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>% EL who progress in English Proficiency (ELPI)</td>
<td>Fall 2019 Dashboard 52.5% Medium</td>
<td></td>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>EL Reclassification Rate</td>
<td>4.2%</td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>% EL with access to CCSS &amp; ELD Standards</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver but rather NWEA MAP Science Assessment was administered.*

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1        | MEASURING STUDENT PROGRESS – ASSESSMENTS   | In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:  
  - **NWEA MAP**: Reading, Language & Math – administered 3 times/year  
  - **State mandated Assessments**                                                                                     | $2,320      | N            |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 2       | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | An area of concern on the CA School Dashboard were the Academic Indicators for both ELA & Mathematics. Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss. Students struggling academically will receive academic support from content area Interventionists through small group tutoring, workshops, co-teaching using a variety of evidence-based pedagogical strategies to address the diverse learning needs of our students. There is a need to strengthen our MTSS program. LAPCMS will employ a **Reading Interventionist** (Fund w/CSI) to support students reading 3-4 years below grade level during Power Hour Intervention Block. An **Instructional Aide** (Title I Funded) will provide academic support through small group instruction during the instructional day. Approximately 50% of our students are reading 4+ years below grade level requiring substantial intervention in order to approach grade level mastery. LAPCMS students will access the following program to accelerate learning:  
  - **iXL Math**: provides differentiated math skills practice for students based on their performance level
  - **Achieve 3000/Actively Learn** (Title I Funded) – provides leveled texts to support student literacy at all levels | $242,594 | Y            |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 3        | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | Another area of concern on the CA School Dashboard is the Chronic absenteeism rate schoolwide. LAPCMS is committed to providing social and emotional supports to support the mental health need of our students and identify the root causes of chronic absenteeism and suspension rates. This team will also participate in **PBIS training at LACOE**. 

LAPCMS will employ an **Assistant Principal** that will lead PBIS, SEL curriculum, support a positive school climate and culture, and address root causes of behavior disruption. PBIS will be implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates.

A **Social Worker** (Title I Funded) will be hired to provide resources for students and families to address social-emotional and mental health needs. LAPCMS will utilize **Kickboard or Suite 360** platform to monitor | $215,104 | Y |

- **Wilson Reading Program**: focusing on phonemic awareness and decoding for students reading 4 years below grade level.

LAPCMS will also provide the following summer programs to accelerate student learning in preparation for the upcoming school year:

- **4-week Summer Academic Program**: June & July
- **Summer Bridge Program** – in partnership with after-school All Stars which includes Art, Physical Activities (funded with ELO)
- **After-school tutoring** (during the 2021-22 school year) by credentialed teachers (Funded with ELO)
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>and track student behavior and provide a system of incentives and data collection. LAPCMS will also utilize <strong>Counseling Interns</strong> in partnership with USC to address the Social-emotional needs and attendance/chronic absenteeism issues.</td>
<td>$62,100</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>STRENGTHENING EL PROGRAM &amp; SERVICES</td>
<td>LAPCMS will employ an <strong>ELD teacher</strong> to provide designated ELD, explicit language instruction to ELs, using <strong>Cengage ELD curriculum</strong>. The <strong>ELD Instructional Aide</strong> will provide small group and individualized support for ELs during designated ELD course, and ELA and Math. ELs will also utilize <strong>Rosetta Stone</strong>, a supplemental program to help ELs build language proficiency.</td>
<td>$559,143</td>
<td>Y</td>
</tr>
<tr>
<td>5</td>
<td>SERVICES TO SUPPORT SWD</td>
<td>LACOE is the SELPA Provider for LAPCMS. The <strong>SPED Coordinator</strong> (split between LAPCMS &amp; LAPCHS) will be responsible for developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, <strong>staffing and contracted services</strong>. Our SPED program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff. The SPED Team comprised of the <strong>SPED Coordinator</strong>), <strong>(2) RSPs, Paraprofessional, School Psychologist, and contracted services (Expatriate)</strong> will provide all required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
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</tr>
<tr>
<td></td>
<td>services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</td>
<td>$1000</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BROAD COURSE OF STUDY</td>
<td>In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including Unduplicated Pupils and Students with Disabilities, with access to a broad course of study (ELA, Math, Science, PE &amp; History/SS) including the following: - Advisory: Facing History focus on CTE Standards &amp; Promise Time - Enrichment Block: Film, Coding, Game Boards, Philosophy</td>
<td>$1000</td>
<td>N</td>
</tr>
</tbody>
</table>
Goal Analysis
An analysis of how this goal was carried out in the previous year.

<table>
<thead>
<tr>
<th>A description of any substantive differences in planned actions and actual implementation of these actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>An explanation of how effective the specific actions were in making progress toward the goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.</th>
</tr>
</thead>
</table>
Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcomes for all students, including English Learners and SWD. (Aligns with WASC Action Plan #1 &amp; 2)</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students with access to Standards-aligned materials</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric</th>
<th>2020-21</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ELD</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>MATH</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NGSS</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>HISTORY</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CTE</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>HEALTH</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL ED.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>VAPA</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric</th>
<th>2020-21</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ELD</td>
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</tr>
<tr>
<td>MATH</td>
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</tr>
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<td>NGSS</td>
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</tr>
<tr>
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<td>4</td>
</tr>
<tr>
<td>HEALTH</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL ED.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>VAPA</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</td>
<td>LAPCMS will employ a <strong>Principal and a total of 9</strong> appropriately credentialed and assigned classroom teachers for students in grades 6-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program. LAPCMS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days. All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development. Therefore a portion of salaries are being funded with LCFF S&amp;C.</td>
<td>$842,353</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>LAPCMS educators will participate in a robust evidence-based professional development for 2-weeks</td>
<td>$90,050</td>
<td>Y</td>
</tr>
</tbody>
</table>

**For the 2020-21 school year, PFT was not administered per SBE/CDE waiver**
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>during the summer, weekly during the academic school year, and 7 non-instructional days during the academic year. In order to improve the quality and delivery of instruction and build capacity among our educators LAPCMS will provide a robust professional development and intensive specialized coaching. To address the learning loss and findings from the initial student achievement data, professional development areas of focus include:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|          |       | - Data-driven instruction  
- Universal Design for Learning (UDL)  
- Interpreting and analyzing assessments – align to curriculum  
- Data Cycles |
|          |       | In addition, the following content/subject area coaching/training will also take place: |
|          |       | - **Getting Reading Right Consortium** (LACOE) training for ELA teachers  
- **CA Reading & Literature Project (CRLP)** (CSI Funded) – evidence-based training for Humanities teachers on Literacy strategies  
- **Math Coaching** (CSI Funded) – for Math teachers on evidence-based inquiry strategies.  
- **Science Coaching**  
- **Facing History** |
|          |       | The **New Teacher Center** will provide a coaching/training model for principals to align 6-12 practice:  
- School leader convening |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
|         |                                    | • Identifying resources and constraints  
|         |                                    | • Codifying academic strategy and system focus  
|         |                                    | • Determine alignment between curriculum, school assessment and state assessments  
|         |                                    | To support teacher effectiveness and credential clearance, LAPCMS will reimburse *teacher induction expenses* for 2 teachers. (Title II Funded)                               |             |              |
| 3       | CORE CURRICULAR PROGRAM NEEDS      | The following standards aligned curriculum and consumables will be purchased:  
|         |                                    | - Class set Novels  
|         |                                    | - Desmos Math Curriculum  
|         |                                    | - TCI (History/Social Studies)  
|         |                                    | - Amplify Science  
|         |                                    | $13,000  N                                                                                                                                  | $13,000     | N            |
| 4       | CLOSING THE DIGITAL DIVIDE         | LAPCMS will continue to close the digital divide and implement a 1:1 student to device ratio and will purchase *Chromebooks* for student use and install *GoGuardian* that allows teacher to monitor student activity remotely. Additionally, each classroom will be equipped with an *Interactive Whiteboard*. | $62,800     | Y            |
Goal Analysis

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

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

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

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

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

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

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Facility FIT Report Score of “Good”</td>
<td>Exemplary</td>
<td></td>
<td></td>
<td></td>
<td>Exemplary</td>
</tr>
<tr>
<td>Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC &amp; EL-PAC.</td>
<td>Outcome Met</td>
<td></td>
<td></td>
<td></td>
<td>Outcome Met</td>
</tr>
<tr>
<td>Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).</td>
<td>Outcome Met</td>
<td></td>
<td></td>
<td></td>
<td>Outcome Met</td>
</tr>
<tr>
<td>Increase parent satisfaction rate as measured in the annual survey.</td>
<td>Results pending</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>Increase % of staff who feel supported and connected as measured in the annual staff survey.</td>
<td>47%</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1        | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | LAPCMS will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:  
- Update School Safety Plan  
- Assemblies  
- **Student Store**: students can redeem reward for positive behavior  
- **Panorama SEL surveys**: staff, students & parents  
- **Field trips**: provide outdoor learning experiences  
- **Meal services for all students**  
- **Grade 8 Culmination** (Promotion)  
To maintain a safe school environment, LAPCMS will employ (2) campus aides. All staff will participate in Safe Schools training and will include student training materials (bullying, school climate, Health protocols). | $91,673     | Y            |
| 2        | PARENT INPUT IN DECISION-MAKING                                      | At LAPCMS, parent input in decision-making will take place through the following:  
- English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2)  
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1) | $0          | N            |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</td>
<td>LAPCMS will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their student’s education. To keep families up to date on school events, promote parent engagement and participation, our school’s website will be designed to be parent friendly, and staff will utilize Parent Square to as an additional method to communicate with families. Parents will also have access to PowerSchool parent portal where they can view their child’s academic grades, coursework completion, attendance and communicate with school staff. Parents/guardians will be surveyed annually to measure satisfaction and seek input on the school’s LCAP, and our educational program. The Parent &amp; Community Coordinator will communicate with families, provide translation services, facilitate Parent Townhall meetings, parent workshops and Coffee with the Principal.</td>
<td>$52,600</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</td>
<td>LAPCMS strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.</td>
<td>$218,054</td>
<td>N</td>
</tr>
</tbody>
</table>
Goal Analysis

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

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

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

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

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

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.79%</td>
<td>$456,285</td>
</tr>
</tbody>
</table>

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

Required Descriptions

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

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

- Goal 1, Action 2: Academic supports, summer school and reading intervention
- Goal 1, Action 3: SEL supports including counseling
- Goal 1, Action 4: Supplemental supports for ELs/LtEL
- Goal 2, Action 1: Longer school day, longer school year
- Goal 2, Action 2: Professional development/coaching to build teacher capacity
- Goal 2, Action 4: Closing the digital divide
- Goal 3, Action 1: Promoting a positive school culture and safe learning environment
- Goal 3, Action 3: Parent education workshops; and strategies to promote parent engagement & participation
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.79% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

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

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

LAPCMS will offer a 4-week Summer Academic Program to address learning loss and credit recovery for our students. The Reading Interventionist to support students reading 3-4 years below grade level Tier 2 supports during PowerHour (intervention block). Over 50% of our students are reading 4+ years below grade level.

Another area of concern on the CA School Dashboard is suspension rates; and Chronic absenteeism rates. The Assistant Principal will lead PBIS, SEL curriculum, support a positive school climate and culture, and address root causes of behavior disruption. PBIS will be implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

To strengthen ELD instruction and EL proficiency of the English language, ELD Paraprofessionals will provide supplemental small group and individualized support for ELs/LtELs during designated ELD course, ELA and Math courses. ELs will also utilize Rosetta Stone, a supplemental program to help ELs build language proficiency.
The New Teacher Center will provide a coaching/training model for principals to align 6-12 practice: School leader convening; Identifying resources and constraints; Codifying academic strategy and system focus; and Determine alignment between curriculum, school assessment and state assessments. In order to strengthen the delivery of instruction, build teacher capacity, and ensure all teachers are appropriately credentialed and assigned which impacts student learning, engagement and academic outcomes, instructional coaches will be provided for each content area that will include ongoing coaching, observations, and feedback cycles.
## Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$1,551,348</td>
<td>$249,233</td>
<td>$-</td>
<td>$652,709</td>
<td>$2,453,290</td>
<td>$1,776,500</td>
<td>$676,792</td>
</tr>
</tbody>
</table>

### Goal #1: Measuring Student Progress - Assessments
1. **Action #1**: MEASURING STUDENT PROGRESS - ASSESSMENTS
   - Student Group(s): All
   - LCFF Funds: $1,000
   - Other State Funds: $1,000
   - Local Funds: $1,000
   - Federal Funds: $1,000
   - Total Funds: $1,000
   - Total Personnel: $1,000
   - Total Non-personnel: $1,000

### Goal #2: Addressing Academic Needs to Accelerate Learning
1. **Action #2**: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING
   - Student Group(s): All
   - LCFF Funds: $9,750
   - Other State Funds: $127,344
   - Local Funds: $105,500
   - Federal Funds: $242,594
   - Total Funds: $242,594
   - Total Personnel: $215,104
   - Total Non-personnel: $127,344

### Goal #3: Addressing Social-Emotional & Behavioral Student Needs
1. **Action #3**: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS
   - Student Group(s): All
   - LCFF Funds: $17,104
   - Other State Funds: $198,000
   - Local Funds: $105,500
   - Federal Funds: $215,104
   - Total Funds: $215,104
   - Total Personnel: $198,000
   - Total Non-personnel: $105,500

### Goal #4: Strengthening EL Program & Services
1. **Action #4**: STRENGTHENING EL PROGRAM & SERVICES
   - Student Group(s): EL
   - LCFF Funds: $23,460
   - Other State Funds: $38,640
   - Local Funds: $62,104
   - Federal Funds: $62,104
   - Total Funds: $62,104
   - Total Personnel: $38,640
   - Total Non-personnel: $23,460

### Goal #5: Services to Support SWD
1. **Action #5**: SERVICES TO SUPPORT SWD
   - Student Group(s): SPED
   - LCFF Funds: $331,130
   - Other State Funds: $121,889
   - Local Funds: $105,500
   - Federal Funds: $559,143
   - Total Funds: $559,143
   - Total Personnel: $331,130
   - Total Non-personnel: $121,889

### Goal #6: Broad Course of Study
1. **Action #6**: BROAD COURSE OF STUDY
   - Student Group(s): All
   - LCFF Funds: $1,000
   - Other State Funds: $1,000
   - Local Funds: $1,000
   - Federal Funds: $1,000
   - Total Funds: $1,000
   - Total Personnel: $1,000
   - Total Non-personnel: $1,000

### Goal #2: Admin & Educators That Support the ED Program
2. **Action #1**: ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM
   - Student Group(s): All
   - LCFF Funds: $785,477
   - Other State Funds: $56,875
   - Local Funds: $842,352
   - Federal Funds: $842,352
   - Total Funds: $842,352
   - Total Personnel: $785,477
   - Total Non-personnel: $56,875

### Goal #2: Professional Development
2. **Action #2**: PROFESSIONAL DEVELOPMENT
   - Student Group(s): All
   - LCFF Funds: $20,800
   - Other State Funds: $69,250
   - Local Funds: $90,050
   - Federal Funds: $90,050
   - Total Funds: $90,050
   - Total Personnel: $20,800
   - Total Non-personnel: $69,250

### Goal #3: Core Curricular Program Needs
2. **Action #3**: CORE CURRICULAR PROGRAM NEEDS
   - Student Group(s): All
   - LCFF Funds: $2,000
   - Other State Funds: $11,000
   - Local Funds: $13,000
   - Federal Funds: $13,000
   - Total Funds: $13,000
   - Total Personnel: $2,000
   - Total Non-personnel: $11,000

### Goal #4: Closing the Digital Divide
2. **Action #4**: CLOSING THE DIGITAL DIVIDE
   - Student Group(s): All
   - LCFF Funds: $17,800
   - Other State Funds: $45,000
   - Local Funds: $62,800
   - Federal Funds: $62,800
   - Total Funds: $62,800
   - Total Personnel: $17,800
   - Total Non-personnel: $45,000

### Goal #3: Promoting Positive School Climate, Student Engagement & Safe Learning Environment
3. **Action #1**: PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT
   - Student Group(s): All
   - LCFF Funds: $91,673
   - Other State Funds: $91,673
   - Local Funds: $91,673
   - Federal Funds: $91,673
   - Total Funds: $91,673
   - Total Personnel: $91,673
   - Total Non-personnel: $91,673

### Goal #2: Parent Input in Decision-Making
3. **Action #2**: PARENT INPUT IN DECISION-MAKING
   - Student Group(s): All
   - LCFF Funds: $- $-
   - Other State Funds: $-
   - Local Funds: $-
   - Federal Funds: $-
   - Total Funds: $-
   - Total Personnel: $-
   - Total Non-personnel: $-

### Goal #3: Opportunities Provided to Support Parent Engagement & Participation
3. **Action #3**: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION
   - Student Group(s): All
   - LCFF Funds: $52,601
   - Other State Funds: $52,601
   - Local Funds: $52,601
   - Federal Funds: $52,601
   - Total Funds: $52,601
   - Total Personnel: $52,601
   - Total Non-personnel: $52,601

### Goal #4: Maintaining Safe & Clean School Facilities
3. **Action #4**: MAINTAINING SAFE & CLEAN SCHOOL FACILITIES
   - Student Group(s): All
   - LCFF Funds: $198,553
   - Other State Funds: $20,000
   - Local Funds: $218,553
   - Federal Funds: $218,553
   - Total Funds: $218,553
   - Total Personnel: $198,553
   - Total Non-personnel: $20,000
## Contributing Expenditure Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>MEASURING STUDENT PROGRESS - ASSESSMENTS</td>
<td>schoolwide</td>
<td></td>
<td>LAPCMS</td>
<td>$2,320</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$9,750</td>
<td>$242,594</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$17,104</td>
<td>$215,104</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>STRENGTHENING EL PROGRAM &amp; SERVICES</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$23,460</td>
<td>$62,100</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>SERVICES TO SUPPORT SWD</td>
<td>schoolwide</td>
<td></td>
<td>LAPCMS</td>
<td>$331,130</td>
<td>$559,143</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>BROAD COURSE OF STUDY</td>
<td>schoolwide</td>
<td></td>
<td>LAPCMS</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$785,477</td>
<td>$842,352</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$20,800</td>
<td>$90,050</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>CORE CURRICULAR PROGRAM NEEDS</td>
<td>schoolwide</td>
<td></td>
<td>LAPCMS</td>
<td>$2,000</td>
<td>$13,000</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>CLOSING THE DIGITAL DIVIDE</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$17,800</td>
<td>$62,800</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$91,673</td>
<td>$91,673</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>PARENT INPUT IN DECISION-MAKING</td>
<td>schoolwide</td>
<td></td>
<td>LAPCMS</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</td>
<td>schoolwide</td>
<td>EL, L1, FY</td>
<td>LAPCMS</td>
<td>$52,601</td>
<td>$52,601</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</td>
<td>schoolwide</td>
<td></td>
<td>LAPCMS</td>
<td>$198,553</td>
<td>$218,553</td>
</tr>
</tbody>
</table>
Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*
Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?
LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

**LCAP Highlights** – Identify and briefly summarize the key features of this year’s LCAP.
**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Stakeholder Engagement**

**Purpose**

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.
Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/lc/.

**Requirements and Instructions**

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”
Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.
A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

**Requirements and Instructions**

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

**Focus Goal(s)**

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

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

**Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative.
terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

**Maintenance of Progress Goal**

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

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

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
• **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

• **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

• **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

• **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.
Timeline for completing the “Measuring and Reporting Results” part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
</tr>
</tbody>
</table>

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

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

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

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

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

**Purpose**

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

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

**Expenditure Tables**

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
• Table 4: Annual Update Expenditures

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

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

• **Goal #**: Enter the LCAP Goal number for the action.

• **Action #**: Enter the action’s number as indicated in the LCAP Goal.

• **Action Title**: Provide a title of the action.

• **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

• **Increased / Improved**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

• If “Yes” is entered into the Contributing column, then complete the following columns:
  
  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

• **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.