Local Control and Accountability Plan

Los Angeles Unified
Los Angeles Academy of Arts & Enterprise Charter

July 1, 2016 - June 30, 2019

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: <u>Los Angeles Academy of Arts & Enterprise Charter</u> Contact (Name, Title, Email, Phone Number): <u>Kelly O'Brien Compliance and Operations Director kobrien@academi-ca.org (617) 780-2831</u> LCAP Year: <u>2016</u>

The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

<u>Academics</u>: The LAAAE curriculum fully addresses the core academic content standards of the California State Board of Education and meets the University of California A-G admission requirements.

<u>The Arts</u>: LAAAE provides comprehensive courses in the visual and performing arts.

<u>Enterprise</u>: LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.

<u>Personal Growth</u>: LAAAE focuses on personal growth and responsibility to self and others, through character education and community service.

At LAAAE, we believe that the arts are powerful tools that engage students, not only in academic studies, but also in life itself. The arts engage students at a profound level, validating different ways of learning and expressing themselves, while overcoming language and cultural differences. We believe that the confluence of arts and enterprise can lead to more productive, passionate students, engaged in their studies, better able to acquire necessary skills, and thus optimally prepared to pursue their future livelihoods. We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life. The vision of the school is to effectively integrate academics, the arts and enterprise into student educational experiences which will prepare tomorrow's leaders. Our belief is that quality instruction combined with community partnerships will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities

LAAAE is an inner city school that largely serves educational disadvantaged pupils in grades 6-12, 99% of which are classified as eligible for free and reduced lunch. LAAAE has made significant academic gains in recent years. Moreover, LAAAE was locally recognized by *Educators 4 Excellence* as a *2015 True Grit School* and nationally recognized by *Newsweek* for earning a *2015 Best High Schools in America* Bronze distinction (out of over 20,000 high schools nationally evaluated). LAAAE's WASC accreditation was renewed during the 2014-2015 school year for another six years. In school year 2013-2014, LAAAE increased 59 Academic Performance Index (API) points. This achievement ranked LAAAE in the top 2% among over 10,000 California schools in proficiency gains for that year.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

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

Involvement Process	Impact on LCAP
Through multiple points of collaboration and analysis, teachers, parents, staff, students, and community members continuously evaluated the school program to ensure that high expectations are aligned to the state priorities. An ongoing dialogue on LCAP goals between students, teachers, parents, and community stakeholders has been intentionally weaved into multiple meetings and stakeholder events, described below.

Coffee with the Principal. Coffee with the Principal is a monthly meeting that provides parents with information about governance and school operations issues, and calls for feedback, volunteers, and suggestions about how certain aspects of school priorities should be developed, evaluated, and refined.

Monthly Board Meetings. The Board of Directors meet at least bimonthly and request that parents, all student-elected officials, and faculty representatives be present at every board meeting to ensure active stakeholder engagement in school governance. During these meetings the Board Chair actively encourages participants to verbalize their concerns, as well as participate in developing and refining existing and new programs to meet state priorities.

Annual Climate Survey. The entire student body, faculty and staff, in addition to any parents who wish to participate, complete a school climate survey at the end of each school year. This survey allows the stakeholders to freely and anonymously rate their teachers and voice their concerns and provide feedback about all aspects of the school. The results are provided to faculty to assist them in identifying perceived areas of growth, in addition to provide opportunities to improve their craft.

Faculty Engagement: Professional Learning Communities (PLCs) and Advisory Committees. Staff participate in academic-focused committees to enhance faculty leadership and professional development during the school year and in conjunction with LCAP planning and implementation. Several staff surveys and questionnaires were developed allowing faculty to assess the progress made on LCAP goals established for the 2015-16 school year. Faculty were also asked to create budgets for their departments. Annual strategic planning focused on meeting the schools purpose, vision, and mission also occurred throughout the year.

Student Government LCAP Proposal

The students provided feedback and through the Student Government Association provided an extensive formal proposal calling for: more choice in course selection, particularly increased AP course access and adding additional options for learning second languages; improving test taking skills classes, more field trips to colleges and cultural institutions; more dynamic learning environments in the classroom; increased communication to parents; developing parent clubs focused on themes; improving school spirit and culture through more social events such as the Family Fiesta; school culture lessons focused on campus beautification; increased access to art and music | The result of the numerous meetings and collaborations is an LCAP reflective of the needs and aspirations of the LAAAE community at large. Stakeholder involvement in the school planning process was continuous and ultimately yielded proposals from students, parents and teachers. An overwhelming majority of what the stakeholders proposed has been incorporated herein. The LAAAE priorities in congruence with the state priorities as defined by Education Code that have emerged from this process are summarized below. For the 2015-16 School year, and subsequent years, LAAAE will focus on:

Goal 1: Last year's goal was to "supporting teachers through professional development on data-driven instruction to increase teacher effectiveness, as well as evaluations and corresponding individual supports to increase student success." This year, faculty indicated a greater desire for faculty-led professional development opportunities. As a result, LAAAE is launching the Instructional Leadership Team (ILT) for the 2016-17 school year and has put forth an application process for instructional leaders to assist in the implementation of a professional development program that supports student learning and teacher effectiveness. As a result, LAAAE's Goal 1 was modified as follows:

Goal 2: Last year's goal was to "Increasing proficiency and individual student growth in ELA, Mathematics, Social Studies and Science, and increasing the availability of instructional materials aligned to the common core state standards; Expanding targeted support services for English Language Learners and students qualifying for free or reduced lunch Program, through tutoring and other resources." This year the goal is refined to "Increasing proficiency and individual student growth in ELA, Mathematics, Social Studies and Science, and increasing the availability of instructional materials aligned to the common core state standards; Expanding targeted support services for English Language Learners, students qualifying for free or reduced lunch Program, and students with individualized education plans, through tutoring and other resources." This goal will incorporate specific plans for the Special Education services provided to students.

Goal 3: The goal of continuing school culture and improvement, further refining programs such as Positive Behavior Intervention Support (PBIS) and Response to Intervention (RtI) programs, made possible through an increase in academic and social-emotional counselors and other support personnel remains needed. Teachers are interested in seeing added character development continue to be incorporated as a schoolwide area of focus.

Goal 4: The goal for expanding opportunities and increasing intervention efforts to ensure a student body that is college and career ready, including struggling learners, as well as high academic achieving students will largely stay the same. Additional college counseling resources have been added through a partnership with YPI. Largely, this goal was kept the same, with a focus on further refining actions and services targeted at achieving the outcomes listed within this goal. Students and parents are requesting more help with skills building and test taking. |

supplies; and improved facilities.

Parent LCAP Proposal.

Through a series of discussions with parents at monthly PTO meetings, Coffee with the Principal, as well as the schoolwide retreats, and PIQUE parent surveys, parents requested more frequent and timely communication regarding student academic progress, as well as increased communication regarding opportunities for involvement on campus. Through the partnership that LAAAE formed with YPI – LAAAE's Parent Coordinator, the Full-Service Community School Coordinator, and Parent Advocate worked together to increase parent participation on campus. Parents developed participated in an LCAP focused workshop that identified the following areas of growth for LAAAE: Dedicated quiet space for quiet study time with a person available to help if needed; one-on-one tutoring; opportunity to practice writing, reading skills to become more comfortable instead of embarrassed as students develop their skills; focused tutoring program, having days that focus on having one subject (Mondays – math; Tuesday – English, etc.) or tables that focus on one subject; posting teacher office hours clearly and visibly on the door or in the lobby to remind students that teachers are there and able to help; social-emotional support from parents to students on improving student success; increasing student participation in YPI; more peer interactions, mentoring programs, peer-to-peer assistance to support each other with academics, incentives to motivate students; pair struggling students with students who are doing well; teachers participate in Saturday program/after school to help with difficult subjects for tutoring; prepare the students with rigor in 6th grade; earlier services and interventions; 15 minutes of silent reading; ESL classes for parents; increased communication and information about school resources/personnel; detailed communication for bullying; more PIQE; more counselor feedback and support; more personal calls home regarding student attendance; help with organization, productivity, and responsibility for classwork; make parents better aware of tests, attendance, and punctuality; more help on completing high school, help with the common core, and being eligible to succeed in college.

Parents reported that programs like PIQE and YPI workshops have helped them understand and made them feel more comfortable with the education process and be more aware of how to assist students at home. Parents also reported that parent conferences, communication with their children, coming to school to ask for information, calling the school, accessing grades online, visiting the counselor more often has increased communication on campus.

Goal 5: Last year's goal was to increasing parent and community engagement through communication with and additional training for parents. This year's goal will continue from the progress that was made, and will focus on the parent education component, as parents have indicated that is a great area of parent focus. The increased opportunities for parent learning has contributed to a more engaged group of parents. Another focus will be on growing parent clubs (a suggestion of the student body).

Goal 6: Expanding extended arts and business learning opportunities before- and after-school including onsite internships, and a LAAAE led summer school program. Students are interested in different arts options and in increasing acquiring a variety of different art materials and additional instruments. The business program will continue to partner with the National Foundation for Teaching Entrepreneurship, as well as other competition oriented events.

LAAAE prides itself on continuous self-reflection and community decision making. The LCAP presented herein is a direct result of numerous student, teacher, parent and community meetings and the goals established will continue to be part of the dialogue between all stakeholders throughout the 2016-17 school year.

Annual Update:	Annual Update:
Through a process of aspiring to attain all of the goals set forth in the 2015-16 LCAP, LAAAE has focused on creating an environment that is encourages and supports academic growth. Feedback from stakeholders indicate that the school environment is supportive, but further refinement is need in academic supports and providing a positive culture and environment. The condition of the facility poses challenges for maintaining a positive learning environment. Through continuous school improvement, LAAAE will continue to yield increased student outcomes and improve school climate and culture. The following are some of LAAAE's successes: Professional staff have been added to meet the needs of students, families, and the existing workforce. There has been an increase in the teacher salary tables. Compensation is now comparable to other school districts (for starting and emerging teachers) which is vital for teacher recruitment and retention. There has been a 7% increase in reading proficiency this year. There are multiple opportunities for stakeholder engagement. Semiannual retreats have served as a platform for self-evaluation and collaboration. Increased student achievement is a priority, and number of systems are now in place to ensure student achievement. Resources have been allocated and will continue to be allocated to ensure academic growth. The data and academic monitoring detailed below will be utilized to ensure continuous review and provide opportunities for intervention, if necessary.	To further prioritize the needs of the school, common themes that resonated in reflection on the successes of the 2015-16 academic year indicated six areas of priorities, as identified above. Through a series of discussions with parents at monthly PTO meetings, Coffee with the Principal, as well as the schoolwide retreats, parents requested more frequent and timely communication regarding student academic progress, as well as increased communication regarding opportunities for involvement on campus. The students provided feedback and through the Student Government Association provided an extensive formal proposal calling for: more college readiness support, more choice in course selection, particularly increased AP course access; tutoring peer-to-peer and teacher led; more field trips to colleges and cultural institutions; increased communication to parents; improving school spirit and culture; and improved technology. Teachers requested: additional supplies and materials for the classroom; and a redesign of the ELD program to better address the needs of the recent influx of students newly arriving to the country and settling on campus at LAAAE.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Goal 1 - PROVIDE SUPPORT AND TRAINING FOR TEACHERS	Related State and/or Local Priorities:
GOAL: LAAAE will focus on supporting teachers through coaching and mentoring from Instructional Leadership Team (ILT), as well as with evaluations, corresponding individual supports, and professional development on data-driven instruction to increase to increase teacher and student outcomes.	1 _X_ 2 _X_ 3 __ 4 _X_ 5 _X_ 6 _X_ 7 __ 8 __ COE Only: 9 __ 10 __ Local: _____

Identified Need:	An examination of student achievement data (SBAC, CELDT, Internal Benchmarks) and teacher evaluations and surveys indicate that there is a need for increased teacher collaboration and professional development opportunities. Teachers need coaching and mentoring in providing differentiated instruction that seeks to attain high expectations for all regardless of English proficiency.

Goal Applies to:	Schools: Middle; High School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 100% of the LAAAE faculty will have an appropriate credential for their assignment. (Quarterly Credential Checks). • 100% compliance with annual planning for adequate curriculum and instructional materials, inventory will reveal alignment with CCSS. • 100% of teachers will be coached and mentored. A component of this will include teachers setting individual teacher performance goals. Teachers will convey an increased understanding of pedagogy around their individual goals. (This will be evaluated by the Instructional Coach throughout the coaching cycle.) • 100% compliance with lesson plan completion. Teachers will engage in data-driven instruction and incorporate the same into their planning. (Data collected from Assessa; Lesson Plans; Observations and Evaluations). • 100% of evaluations and debriefs will occur. Evaluations will be administered and results will be analyzed to determine teacher effectiveness. More than 50% of teachers will score an average of greater than 2. • Administrative staff will increase number of walk through visits and frequency of informal classroom observations on a weekly basis. The Learning Walk through visits will monitor fidelity to schoolwide instructional and curricular practices. • Student academic achievement and performance on a variety of benchmarks and assessments will improve each quarter. State Assessment data will indicate schoolwide improvement. (CELDT, SBAC, MAPS, the schoolwide reading intervention program, and other assessments)100% of teachers will participate in at least one external professional development opportunity, as identified by the school to further schoolwide instructional capacity. • Teacher feedback (based on a variety of surveys) will yield positive results. • Maintain low class-size enrollment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HIRE AND RETAIN EFFECTIVE TEACHERS -LAAAE will hire and retain effective teachers that meet the credentialing standards of the California Commission on Teacher Credentialing (CCTC). -A thorough review of teacher qualifications will be conducted at time of hiring and quarterly. -Teachers will obtain an English learner authorization or the equivalent within 1 year of employment with LAAAE.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: $620,500 - 3000-3999 Employee Benefits - LCFF Base: $220,325 Class-size reduction. - 1000-1999 Certificated Salaries - LCFF S & C: $488,258 class-size deduction - 3000-3999 Employee Benefits - LCFF S & C: $59,674
CURRICULUM MATERIALS AND PLANNING -Annual planning will ensure adequate funding for instructional materials and curriculum aligned to the Common Core State Standards. -Curriculum materials will be inventoried and reviewed.	School-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Curricular Materials - 4000-4999 Books and Supplies - LCFF S & C: $60,000 (repeated expenditure) Curricular Materials for Reading and Math Intervention Program - 4000-4999 Books and Supplies - LCFF S & C: $40,000 (repeated expenditure) Teacher Classroom Stipends - 2000-2999 Classified Salaries - LCFF S & C: $6,000
PROFESSIONAL DEVELOPMENT/TRAINING -LAAAE will support new teachers through Beginner Teacher Support community and will sponsor the cost of the Beginning Teacher Support and Assessment (BTSA) Induction Program. -Faculty will also have ongoing opportunities to attend external professional development workshops and/or conferences that address common core strategies and content specific concerns.	School-Wide	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $20,000 Professional Development on needs of Socioeconomically

Emphasis on Teaching English Learners, and Socioeconomically Disadvantaged Students: - Professional development on SDAIE, and differentiated instruction will be incorporated throughout the student's core classes to help scaffold student learning. -Provide professional development that addresses a variety of student needs [i.e., classroom management, differentiation, common core, literacy, and Response to Instruction and Intervention (RtI2)] on-site regularly to ensure knowledge of and applications of standards.			Disadvantaged Students, English Learners, Foster Youth, and Homeless Students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
TEACHER COACHING AND SUPPORT -LAAAE will select Teacher Leaders to participate in the Instructional Leadership Team (ILT). The ILT Teacher Leaders responsibilities will include coaching, training, mentoring, facilitating faculty meetings, leading PBIS/RtI2, and planning. The ILT Coordinator will implement an individualized coaching cycle to meet the instructional and pedagogical needs of the teachers. -Teachers will conduct quarterly peer observations and provide feedback on a specific schoolwide instructional initiatives. Emphasis on Teaching English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth, and Students with Individualized Education Plans: - Data days will analyze subgroup performance and identify strategies to further support supgroup students.	School-Wide	__All -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coach Salary, ILT Stipends - 1000-1999 Certificated Salaries - LCFF S & C: $60,000 (repeated expenditure)
TEACHER EVALUATION AND TEACHER SUPPORT PLANS -Faculty will be guided through a structured, supportive teacher evaluation system that encompasses the teaching indicators in an adaptation of The College Ready Promise Framework for Effective Teaching. -Teachers will develop standards-based lesson plans, and implement the lesson plan rubric to fidelity. -LAAAE will conduct annual formal evaluations to determine teacher effectiveness. Administrative staff and faculty will meet and discuss results and set goals. Teacher support plans may be implemented for teachers who are identified as level one in any indicator.	School-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coach and ILT Stipends - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $60,000 (repeated expenditure)

<div align="center">LCAP Year 2: 2017-18</div>

Expected Annual Measurable Outcomes:	• 100% of the LAAAE faculty will have an appropriate credential for their assignment. (Quarterly Credential Checks). • 100% compliance with annual planning for adequate curriculum and instructional materials, inventory will reveal alignment with CCSS. • 100% of teachers will be coached and mentored. A component of this will include teachers setting individual teacher performance goals. Teachers will convey an increased understanding of pedagogy around their individual goals. (This will be evaluated by the Instructional Coach throughout the coaching cycle.) • 100% compliance with lesson plan completion. Teachers will engage in data-driven instruction and incorporate the same into their planning. (Data collected from Assessa; Lesson Plans; Observations and Evaluations). • 100% of evaluations and debriefs will occur. Evaluations will be administered and results will be analyzed to determine teacher effectiveness. More than 50% of teachers will score an average of greater than 2. • Administrative staff will increase number of walk through visits and frequency of informal classroom observations on a weekly basis. The Learning Walk through visits will monitor fidelity to schoolwide instructional and curricular practices. • Student academic achievement and performance on a variety of benchmarks and assessments will improve each quarter. State Assessment data will indicate schoolwide improvement. (CELDT, SBAC, MAPS, the schoolwide reading intervention program, and other assessments)100% of teachers will participate in at least one external professional development opportunity, as identified by the school to further schoolwide instructional capacity. • Teacher feedback (based on a variety of surveys) will yield positive results. • Maintain low class-size enrollment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HIRE AND RETAIN EFFECTIVE TEACHERS -LAAAE will hire and retain effective teachers that meet the credentialing standards of the California Commission on Teacher Credentialing (CCTC). -A thorough review of teacher qualifications will be conducted at time of hiring and quarterly. -Teachers will obtain an English learner authorization or the equivalent within 1 year of employment with LAAAE.	School-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: $620,500 - 3000-3999 Employee Benefits - LCFF Base: $220,325 Class-size reduction. - 1000-1999 Certificated Salaries - LCFF S & C: $488,258 class-size deduction - 3000-3999 Employee Benefits - LCFF S & C:

			$59,674
CURRICULUM MATERIALS AND PLANNING -Annual planning will ensure adequate funding for instructional materials and curriculum aligned to the Common Core State Standards. -Curriculum materials will be inventoried and reviewed.	School-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Curricular Materials - 4000-4999 Books and Supplies - LCFF S & C: $60,000 (repeated expenditure) Curricular Materials for Reading and Math Intervention Program - 4000-4999 Books and Supplies - LCFF S & C: $40,000 (repeated expenditure) Teacher Classroom Stipends - 2000-2999 Classified Salaries - LCFF S & C: $6,000
PROFESSIONAL DEVELOPMENT/TRAINING -LAAAE will support new teachers through Beginner Teacher Support community and will sponsor the cost of the Beginning Teacher Support and Assessment (BTSA) Induction Program. -Faculty will also have ongoing opportunities to attend external professional development workshops and/or conferences that address common core strategies and content specific concerns. Emphasis on Teaching English Learners, and Socioeconomically Disadvantaged Students: - Professional development on SDAIE, and differentiated instruction will be incorporated throughout the student's core classes to help scaffold student learning. -Provide professional development that addresses a variety of student needs [i.e., classroom management, differentiation, common core, literacy, and Response to Instruction and Intervention (RtI2)] on-site regularly to ensure knowledge of and applications of standards.	School-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $20,000 Professional Development on needs of Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Homeless Students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
TEACHER COACHING AND SUPPORT -LAAAE will select Teacher Leaders to participate in the Instructional Leadership Team (ILT). The ILT Teacher Leaders responsibilities will include coaching, training, mentoring, facilitating faculty meetings, leading PBIS/RtI2, and planning. The ILT Coordinator will implement an individualized coaching cycle to meet the instructional and pedagogical needs of the teachers. -Teachers will conduct quarterly peer observations and provide feedback on a specific schoolwide instructional initiatives. Emphasis on Teaching English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth, and Students with Individualized Education Plans: - Data days will analyze subgroup performance and identify strategies to further support supgroup students.	School-Wide	__All --- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coach Salary, ILT Stipends - 1000-1999 Certificated Salaries - LCFF S & C: $60,000 (repeated expenditure)
TEACHER EVALUATION AND TEACHER SUPPORT PLANS -Faculty will be guided through a structured, supportive teacher evaluation system that encompasses the teaching indicators in an adaptation of The College Ready Promise Framework for Effective Teaching. -Teachers will develop standards-based lesson plans, and implement the lesson plan rubric to fidelity. -LAAAE will conduct annual formal evaluations to determine teacher effectiveness. Administrative staff and faculty will meet and discuss results and set goals. Teacher support plans may be implemented for teachers who are identified as level one in any indicator.	School-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coach and ILT Stipends - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $60,000 (repeated expenditure)

		LCAP Year 3: 2018-19
Expected Annual Measurable Outcomes:		• 100% of the LAAAE faculty will have an appropriate credential for their assignment. (Quarterly Credential Checks). • 100% compliance with annual planning for adequate curriculum and instructional materials, inventory will reveal alignment with CCSS. • 100% of teachers will be coached and mentored. A component of this will include teachers setting individual teacher performance goals. Teachers will convey an increased understanding of pedagogy around their individual goals. (This will be evaluated by the Instructional Coach throughout the coaching cycle.) • 100% compliance with lesson plan completion. Teachers will engage in data-driven instruction and incorporate the same into their planning. (Data collected from Assessa; Lesson Plans; Observations and Evaluations). • 100% of evaluations and debriefs will occur. Evaluations will be administered and results will be analyzed to determine teacher

effectiveness. More than 50% of teachers will score an average of greater than 2.
● Administrative staff will increase number of walk through visits and frequency of informal classroom observations on a weekly basis. The Learning Walk through visits will monitor fidelity to schoolwide instructional and curricular practices.
● Student academic achievement and performance on a variety of benchmarks and assessments will improve each quarter. State Assessment data will indicate schoolwide improvement. (CELDT, SBAC, MAPS, the schoolwide reading intervention program, and other assessments)100% of teachers will participate in at least one external professional development opportunity, as identified by the school to further schoolwide instructional capacity.
● Teacher feedback (based on a variety of surveys) will yield positive results.
● Maintain low class-size enrollment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HIRE AND RETAIN EFFECTIVE TEACHERS -LAAAE will hire and retain effective teachers that meet the credentialing standards of the California Commission on Teacher Credentialing (CCTC). -A thorough review of teacher qualifications will be conducted at time of hiring and quarterly. -Teachers will obtain an English learner authorization or the equivalent within 1 year of employment with LAAAE.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 1000-1999 Certificated Salaries - LCFF Base: $620,500 - 3000-3999 Employee Benefits - LCFF Base: $220,325 Class-size reduction. - 1000-1999 Certificated Salaries - LCFF S & C: $488,258 class-size deduction - 3000-3999 Employee Benefits - LCFF S & C: $59,674
CURRICULUM MATERIALS AND PLANNING -Annual planning will ensure adequate funding for instructional materials and curriculum aligned to the Common Core State Standards. -Curriculum materials will be inventoried and reviewed.	School-Wide	__All --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Curricular Materials - 4000-4999 Books and Supplies - LCFF S & C: $60,000 (repeated expenditure) Curricular Materials for Reading and Math Intervention Program - 4000-4999 Books and Supplies - LCFF S & C: $40,000 (repeated expenditure) Teacher Classroom Stipends - 2000-2999 Classified Salaries - LCFF S & C: $6,000
PROFESSIONAL DEVELOPMENT/TRAINING -LAAAE will support new teachers through Beginner Teacher Support community and will sponsor the cost of the Beginning Teacher Support and Assessment (BTSA) Induction Program. -Faculty will also have ongoing opportunities to attend external professional development workshops and/or conferences that address common core strategies and content specific concerns. Emphasis on Teaching English Learners, and Socioeconomically Disadvantaged Students: - Professional development on SDAIE, and differentiated instruction will be incorporated throughout the student's core classes to help scaffold student learning. -Provide professional development that addresses a variety of student needs [i.e., classroom management, differentiation, common core, literacy, and Response to Instruction and Intervention (RtI2)] on-site regularly to ensure knowledge of and applications of standards.	School-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $20,000 Professional Development on needs of Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Homeless Students - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
TEACHER COACHING AND SUPPORT -LAAAE will select Teacher Leaders to participate in the Instructional Leadership Team (ILT). The ILT Teacher Leaders responsibilities will include coaching, training, mentoring, facilitating faculty meetings, leading PBIS/RtI2, and planning. The ILT Coordinator will implement an individualized coaching cycle to meet the instructional and pedagogical needs of the teachers. -Teachers will conduct quarterly peer observations and provide feedback on a specific schoolwide instructional initiatives. Emphasis on Teaching English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless Youth, and Students with	School-Wide	__All --- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coach Salary, ILT Stipends - 1000-1999 Certificated Salaries - LCFF S & C: $60,000 (repeated expenditure)

Individualized Education Plans: - Data days will analyze subgroup performance and identify strategies to further support supgroup students.			
TEACHER EVALUATION AND TEACHER SUPPORT PLANS -Faculty will be guided through a structured, supportive teacher evaluation system that encompasses the teaching indicators in an adaptation of The College Ready Promise Framework for Effective Teaching. -Teachers will develop standards-based lesson plans, and implement the lesson plan rubric to fidelity. -LAAAE will conduct annual formal evaluations to determine teacher effectiveness. Administrative staff and faculty will meet and discuss results and set goals. Teacher support plans may be implemented for teachers who are identified as level one in any indicator.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Instructional Coach and ILT Stipends - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $60,000 (repeated expenditure)

GOAL:	Goal 2 - INCREASE ACADEMIC GROWTH AND STUDENT PROFICIENCY Increase proficiency in core subjects and expand targeted support services for English Language Learners, socio-economically disadvantaged students, homeless and foster youth students, and students with individualized education plans (IEPs).	Related State and/or Local Priorities: 1__ 2 X 3__ 4 X 5 X 6__ 7 X 8__ COE Only: 9__ 10__ Local:
Identified Need:	At least quarterly, the school administration works collaboratively with faculty to generate meaningful reports on assessment data and to identify areas of instructional weaknesses, pinpointing thresholds of student progress. State standardized assessments are used to determine mastery of content standards and make decisions regarding school-wide improvement; ReadingPlus and other classroom based assessments were used as screening and progress monitoring tools; teacher-made and text-adopted classroom assessments further determined mastery of content standards for earning specific class credit requirements. Analyzing this student data shows that LAAAE continues to need to implement an education program that promotes individual student growth and progress toward proficiency.	
Goal Applies to:	Schools: Middle; High School Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth; Homeless Youth	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• MAPS: Schoolwide, 3 times per year; performance goals are set as follows: Baseline 1 proficiency score; Benchmark 2/3 - school's proficiency rate will increase • Reading Comprehension Program: Schoolwide, 3 times per year; Performance goal is set at 70% of students will increase by at least 1 grade level by the end of the year. • SBAC: Interims 1 times per year (November); Performance goal is set at increased proficiency from last year's SBAC interims and to meet or exceed the similar schools comparison of student performance. • CELDT: Once per year; Performance goal is set to maintain or increase rate from the previous year. • Reclassification: Once per year; Performance Goal is set at reclassification rate equal or greater to the district. • AP Passage Rate: Increase the AP Passage Rate. (AP Exam Scores). • SATs and ACTs: 100% of juniors and seniors will take the SATs and ACTs. *Results will be aggregated by subgroup.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
IMPLEMENTATION OF DATA ANALYSIS AND REPORTING Use a variety of processes to collect, disaggregate, and analyze data. Baseline data for initial student placement is collected upon student registration using reports from previous school records (as applicable) and standardized test scores, or other performance-based criterion examinations, report card grades, attendance records, and behavioral records. At the beginning of each school year and at least quarterly, the school administration works collaboratively with faculty to generate meaningful reports on assessment data and identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments are used to determine mastery of content standards and make decisions regarding school-wide improvement; baseline data is used for baseline and instructional purpose, program reporting, or as a measure for developing school improvement plans; ReadingPlus and other classroom based assessments are used as screening and progress monitoring tools to differentiate instruction; interim assessments are used for ongoing progress-monitoring of students. In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments further determine mastery of content standards for earning specific class credit requirements. Data is disaggregated and used by teachers to inform instruction on student knowledge and skills relative to CCSS and applicable state academic content standards. Data Collecting and Sharing: Different members of the leadership team lead different data reports either in silo or in collaboration with other staff. These reports are made available to teachers and kept teachers in classroom data binders to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness. Academic updates, as they become available, are provided at every regularly scheduled board meeting for board review and consideration. Decision-Making Process: the school leadership meets regularly to: evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills;	Charter-Wide	__All -- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	Illuminate - the schoolwide data and assessment system. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,500 Student Information System (SIS) + Stakeholder Communication Application - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,000 Student Benchmark Testing (MAPS) - 4000-4999 Books and Supplies - LCFF Base: $5,600 Education Consultants, as needed. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $50,000

facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Responding to data: Based on the data analysis, the school leadership team and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. The school leadership team communicates with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.

Teacher training and intervention support based on data: Each teacher is trained and expected to use available data to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students and students referred by teachers will be targeted for tutoring and other services as needed. Students at and above mastery level are challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

CURRICULUM/INSTRUCTIONAL MATERIALS -Annual planning will ensure adequate funding for instructional materials in core subjects that align with common core and state standards for science, math, English language arts, and social studies. -Participate in practice state testing, or other available opportunities to gauge academic progress. -Refine Phase I implementation of State and Common Core aligned curriculum. -Devise a master schedule that offers AP courses to prepare students for AP examinations. -Teachers will be trained in Thinking Maps and will utilize Thinking Maps regularly in their instruction. -Teachers will conduct twice-monthly formative assessments aligned to the standards.	School-Wide	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Mobile Laptop Cart Lease and Maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Reading and Math Intervention Curricula - 4000-4999 Books and Supplies - LCFF S & C: $40,000 (repeated expenditure) Curricular Materials - 4000-4999 Books and Supplies - LCFF S & C: $60,000 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF Base: $7,412 (repeated expenditure)
ELA/MATH PROGRAM TO PROMOTE STUDENT PROFICIENCY -LAAAE will provide a robust literacy and math intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials. -Implement Instructional Leadership Team (ILT) to develop instructional personnel, and further develop data-driven instructional practices based on student need through continuous monitoring of instruction and student achievement data. -Provide onsite professional development on teaching English Learners and Socioeconomically Disadvantaged Students to support student achievement and college readiness. -Provide additional literacy and math intervention support to students performing below proficient through RtI2 through in-school and after-school academic tutoring program. Identify and connect struggling learners to tutoring resources. -Review and evaluate ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/ improvement. -Conduct internal baseline assessment in reading, writing and math. Track progress with benchmark assessments. -Teachers will use the RtI2 process, as needed. LAAAE will provide push in/pull out ELA and Math interventions for EL students during core classes. -In addition to the curriculum and new textbooks that are CCSS aligned, English Learners and any student reading at or below grade level are assigned a reading course – which includes interventions such as, Reading Plus or a similar program – to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. English Language Development Curriculum - Students	School-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups: Special Education	Intervention Curricula - ELD, Reading, and Mathematics - 4000-4999 Books and Supplies - LCFF S & C: $40,000 A portion of the cost for additional EL Paraprofessionals. - 2000-2999 Classified Salaries - LCFF S & C: $35,000

identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of the Charter School's school day and are additional classes given to students identified as students in need of targeted English support. -Various SDAIE strategies and differentiated instruction are incorporated throughout the student's other classes to facilitate access to core.
-Refine math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes.
Progress monitor exited EL students and provide interventions as necessary.
-Counseling Department will meet with EL Students and provide guidance on reclassification requirements and help students set goals for reclassification.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ADVANCED LEARNERS -Provide needed extension opportunities to develop students who may otherwise qualify to participate in advanced coursework. -Provide college preparatory curricula in middle school to academically prepare students for AP coursework. -Provide intensive tutoring and study skills workshops for students enrolled in AP courses. -Provide professional development on strategies to increase focus on Literacy across the curriculum -Teachers will focus on writing skills in the classroom.	School-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Advanced Learners</u>	Curricular Materials to Supplement the AP Courses - 4000-4999 Books and Supplies - LCFF Base: $1,000 (repeated expenditure) AP Testing Fees - 5000-5999 Services and Other Operating Expenses - LCFF Base: $1,000
SCIENCE -Acquire additional laboratory equipment and supplies to increase hands-on activities for students. -Refine and further partnerships with community groups such as Amgen Biotech Experience to provide the temporary use of loaner science equipment for more complex laboratory activities. -Strengthen partnerships such as Aquarium of the Pacific, Sierra Club, and University of Southern California's Interaxon to increase both onsite and field science experiences for students. Acquire NGSS-aligned instructional materials. - improving classroom facilities for students built and equipped for hands-on learning opportunities and project-based learning - science department faculty to receive more professional development on how to design and deliver NGSS-aligned lessons - hold field trips to relevant museums, exhibitions, or other location.	School-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	NGSS-Aligned Texts for Middle amd High School Science Classes - 4000-4999 Books and Supplies - LCFF Base: $40,000 Curricular Materials (lab equipment, etc.) - 4000-4999 Books and Supplies - LCFF Base: $3,000
SOCIAL SCIENCE -LAAAE has adopted research-based curricular programs including TCi for Social Studies, which is aligned to the Common Core standards. Teachers also have ongoing access to new teaching resources via TCi's online component, which allows them to stay current with the latest educational research. -The Social Studies department will align curriculum to the most current state standards. Through the use of Illuminate, teachers collect, analyze, and use data to inform instruction in the classroom. Teachers have Data Binders that contain benchmark information on SBAC, CELDT and Reading Plus, and add their own Progress Monitoring data and/or work samples for Data Driven Decision Making.	School-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	TCI, Subscriptions, Curricular Materials - 4000-4999 Books and Supplies - LCFF Base: $3,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• <u>MAPS</u>: Schoolwide, 3 times per year; performance goals are set as follows: Baseline 1 proficiency score; Benchmark 2/3 - school's proficiency rate will increase • <u>Reading Comprehension Program</u>: Schoolwide, 3 times per year; Performance goal is set at 70% of students will increase by at least 1 grade level by the end of the year. • <u>SBAC</u>: Interims 1 times per year (November); Performance goal is set at increased proficiency from last year's SBAC interims and to meet or exceed the similar schools comparison of student performance. • <u>CELDT</u>: Once per year; Performance goal is set to maintain or increase rate from the previous year. • <u>Reclassification</u>: Once per year; Performance Goal is set at reclassification rate equal or greater to the district. • <u>AP Passage Rate</u>: Increase the AP Passage Rate. (AP Exam Scores). • <u>SATs and ACTs</u>: 100% of juniors and seniors will take the SATs and ACTs. *Results will be aggregated by subgroup.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
IMPLEMENTATION OF DATA ANALYSIS AND REPORTING Use a variety of processes to collect, disaggregate, and analyze data. Baseline data for initial student placement is collected upon student registration using	Charter-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth	Illuminate - the schoolwide data and assessment system. - 5000-5999 Services and Other Operating

reports from previous school records (as applicable) and standardized test scores, or other performance-based criterion examinations, report card grades, attendance records, and behavioral records. At the beginning of each school year and at least quarterly, the school administration works collaboratively with faculty to generate meaningful reports on assessment data and identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments are used to determine mastery of content standards and make decisions regarding school-wide improvement; baseline data is used for baseline and instructional purpose, program reporting, or as a measure for developing school improvement plans; ReadingPlus and other classroom based assessments are used as screening and progress monitoring tools to differentiate instruction; interim assessments are used for ongoing progress-monitoring of students. In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments further determine mastery of content standards for earning specific class credit requirements. Data is disaggregated and used by teachers to inform instruction on student knowledge and skills relative to CCSS and applicable state academic content standards. Data Collecting and Sharing: Different members of the leadership team lead different data reports either in silo or in collaboration with other staff. These reports are made available to teachers and kept teachers in classroom data binders to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness. Academic updates, as they become available, are provided at every regularly scheduled board meeting for board review and consideration. Decision-Making Process: the school leadership meets regularly to: evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Responding to data: Based on the data analysis, the school leadership team and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. The school leadership team communicates with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Teacher training and intervention support based on data: Each teacher is trained and expected to use available data to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students and students referred by teachers will be targeted for tutoring and other services as needed. Students at and above mastery level are challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.		_X_ Redesignated fluent English proficient __Other Subgroups: _____	Expenses - LCFF Base: $3,500 Student Information System (SIS) + Stakeholder Communication Application - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,000 Student Benchmark Testing (MAPS) - 4000-4999 Books and Supplies - LCFF Base: $5,600 Education Consultants, as needed. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $50,000
CURRICULUM/INSTRUCTIONAL MATERIALS -Annual planning will ensure adequate funding for instructional materials in core subjects that align with common core and state standards for science, math, English language arts, and social studies. -Participate in practice state testing, or other available opportunities to gauge academic progress. -Refine Phase I implementation of State and Common Core aligned curriculum. -Devise a master schedule that offers AP courses to prepare students for AP examinations. -Teachers will be trained in Thinking Maps and will utilize Thinking Maps regularly in their instruction. -Teachers will conduct twice-monthly formative assessments aligned to the standards.	School-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Mobile Laptop Cart Lease and Maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Reading and Math Intervention Curricula - 4000-4999 Books and Supplies - LCFF S & C: $40,000 (repeated expenditure)

			Curricular Materials - 4000-4999 Books and Supplies - LCFF S & C: $60,000 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF Base: $7,412 (repeated expenditure)
ELA/MATH PROGRAM TO PROMOTE STUDENT PROFICIENCY -LAAAE will provide a robust literacy and math intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials. -Implement Instructional Leadership Team (ILT) to develop instructional personnel, and further develop data-driven instructional practices based on student need through continuous monitoring of instruction and student achievement data. -Provide onsite professional development on teaching English Learners and Socioeconomically Disadvantaged Students to support student achievement and college readiness. -Provide additional literacy and math intervention support to students performing below proficient through RtI2 through in-school and after-school academic tutoring program. Identify and connect struggling learners to tutoring resources. -Review and evaluate ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/ improvement. -Conduct internal baseline assessment in reading, writing and math. Track progress with benchmark assessments. -Teachers will use the RtI2 process, as needed. LAAAE will provide push in/pull out ELA and Math interventions for EL students during core classes. -In addition to the curriculum and new textbooks that are CCSS aligned, English Learners and any student reading at or below grade level are assigned a reading course – which includes interventions such as, Reading Plus or a similar program – to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. English Language Development Curriculum - Students identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of the Charter School's school day and are additional classes given to students identified as students in need of targeted English support. -Various SDAIE strategies and differentiated instruction are incorporated throughout the student's other classes to facilitate access to core. -Refine math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes. Progress monitor exited EL students and provide interventions as necessary. -Counseling Department will meet with EL Students and provide guidance on reclassification requirements and help students set goals for reclassification.	School-Wide	__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups: Special Education	Intervention Curricula - ELD, Reading, and Mathematics - 4000-4999 Books and Supplies - LCFF S & C: $40,000 A portion of the cost for additional EL Paraprofessionals. - 2000-2999 Classified Salaries - LCFF S & C: $35,000
ADVANCED LEARNERS -Provide needed extension opportunities to develop students who may otherwise qualify to participate in advanced coursework. -Provide college preparatory curricula in middle school to academically prepare students for AP coursework. -Provide intensive tutoring and study skills workshops for students enrolled in AP courses. -Provide professional development on strategies to increase focus on Literacy across the curriculum -Teachers will focus on writing skills in the classroom.	School-Wide	__All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Advanced Learners	Curricular Materials to Supplement the AP Courses - 4000-4999 Books and Supplies - LCFF Base: $1,000 (repeated expenditure) AP Testing Fees - 5000-5999 Services and Other Operating Expenses - LCFF Base: $1,000
SCIENCE -Acquire additional laboratory equipment and supplies to increase hands-on activities for students. -Refine and further partnerships with community groups such as Amgen Biotech Experience to provide the temporary use of loaner science equipment for more complex laboratory activities. -Strengthen partnerships such as Aquarium of the Pacific, Sierra Club, and University of Southern California's Interaxon to increase both onsite and field science experiences for students. Acquire NGSS-aligned instructional materials.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	NGSS-Aligned Texts for Middle amd High School Science Classes - 4000-4999 Books and Supplies - LCFF Base: $40,000 Curricular Materials (lab equipment, etc.) - 4000-4999 Books and Supplies - LCFF Base: $3,000

- improving classroom facilities for students built and equipped for hands-on learning opportunities and project-based learning
- science department faculty to receive more professional development on how to design and deliver NGSS-aligned lessons
- hold field trips to relevant museums, exhibitions, or other location.

| SOCIAL SCIENCE
-LAAAE has adopted research-based curricular programs including TCi for Social Studies, which is aligned to the Common Core standards. Teachers also have ongoing access to new teaching resources via TCi's online component, which allows them to stay current with the latest educational research.
-The Social Studies department will align curriculum to the most current state standards. Through the use of Illuminate, teachers collect, analyze, and use data to inform instruction in the classroom. Teachers have Data Binders that contain benchmark information on SBAC, CELDT and Reading Plus, and add their own Progress Monitoring data and/or work samples for Data Driven Decision Making. | School-Wide | _X_ All
----
OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | TCI, Subscriptions, Curricular Materials - 4000-4999 Books and Supplies - LCFF Base: $3,500 |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	- MAPS: Schoolwide, 3 times per year; performance goals are set as follows: Baseline 1 proficiency score; Benchmark 2/3 - school's proficiency rate will increase - Reading Comprehension Program: Schoolwide, 3 times per year; Performance goal is set at 70% of students will increase by at least 1 grade level by the end of the year. - SBAC: Interims 1 times per year (November); Performance goal is set at increased proficiency from last year's SBAC interims and to meet or exceed the similar schools comparison of student performance. - CELDT: Once per year; Performance goal is set to maintain or increase rate from the previous year. - Reclassification: Once per year; Performance Goal is set at reclassification rate equal or greater to the district. - AP Passage Rate: Increase the AP Passage Rate. (AP Exam Scores). - SATs and ACTs: 100% of juniors and seniors will take the SATs and ACTs. *Results will be aggregated by subgroup*.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
IMPLEMENTATION OF DATA ANALYSIS AND REPORTING Use a variety of processes to collect, disaggregate, and analyze data. Baseline data for initial student placement is collected upon student registration using reports from previous school records (as applicable) and standardized test scores, or other performance-based criterion examinations, report card grades, attendance records, and behavioral records. At the beginning of each school year and at least quarterly, the school administration works collaboratively with faculty to generate meaningful reports on assessment data and identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments are used to determine mastery of content standards and make decisions regarding school-wide improvement; baseline data is used for baseline and instructional purpose, program reporting, or as a measure for developing school improvement plans; ReadingPlus and other classroom based assessments are used as screening and progress monitoring tools to differentiate instruction; interim assessments are used for ongoing progress-monitoring of students. In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments further determine mastery of content standards for earning specific class credit requirements. Data is disaggregated and used by teachers to inform instruction on student knowledge and skills relative to CCSS and applicable state academic content standards. Data Collecting and Sharing: Different members of the leadership team lead different data reports either in silo or in collaboration with other staff. These reports are made available to teachers and kept teachers in classroom data binders to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness. Academic updates, as they become available, are provided at every regularly scheduled board meeting for board review and consideration. Decision-Making Process: the school leadership meets regularly to: evaluate data and correlate to	Charter-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Illuminate - the schoolwide data and assessment system. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,500 Student Information System (SIS) + Stakeholder Communication Application - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,000 Student Benchmark Testing (MAPS) - 4000-4999 Books and Supplies - LCFF Base: $5,600 Education Consultants, as needed. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $50,000

instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Responding to data: Based on the data analysis, the school leadership team and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. The school leadership team communicates with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.

Teacher training and intervention support based on data: Each teacher is trained and expected to use available data to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students and students referred by teachers will be targeted for tutoring and other services as needed. Students at and above mastery level are challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

CURRICULUM/INSTRUCTIONAL MATERIALS -Annual planning will ensure adequate funding for instructional materials in core subjects that align with common core and state standards for science, math, English language arts, and social studies. -Participate in practice state testing, or other available opportunities to gauge academic progress. -Refine Phase I implementation of State and Common Core aligned curriculum. -Devise a master schedule that offers AP courses to prepare students for AP examinations. -Teachers will be trained in Thinking Maps and will utilize Thinking Maps regularly in their instruction. -Teachers will conduct twice-monthly formative assessments aligned to the standards.	School-Wide	__All -- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Mobile Laptop Cart Lease and Maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Reading and Math Intervention Curricula - 4000-4999 Books and Supplies - LCFF S & C: $40,000 (repeated expenditure) Curricular Materials - 4000-4999 Books and Supplies - LCFF S & C: $60,000 (repeated expenditure) - 4000-4999 Books and Supplies - LCFF Base: $7,412 (repeated expenditure)
ELA/MATH PROGRAM TO PROMOTE STUDENT PROFICIENCY -LAAAE will provide a robust literacy and math intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials. -Implement Instructional Leadership Team (ILT) to develop instructional personnel, and further develop data-driven instructional practices based on student need through continuous monitoring of instruction and student achievement data. -Provide onsite professional development on teaching English Learners and Socioeconomically Disadvantaged Students to support student achievement and college readiness. -Provide additional literacy and math intervention support to students performing below proficient through RtI2 through in-school and after-school academic tutoring program. Identify and connect struggling learners to tutoring resources. -Review and evaluate ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/ improvement. -Conduct internal baseline assessment in reading, writing and math. Track progress with benchmark assessments. -Teachers will use the RtI2 process, as needed. LAAAE will provide push in/pull out ELA and Math interventions for EL students during core classes. -In addition to the curriculum and new textbooks that	School-Wide	__All -- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups: Special Education	Intervention Curricula - ELD, Reading, and Mathematics - 4000-4999 Books and Supplies - LCFF S & C: $40,000 A portion of the cost for additional EL Paraprofessionals. - 2000-2999 Classified Salaries - LCFF S & C: $35,000

are CCSS aligned, English Learners and any student reading at or below grade level are assigned a reading course – which includes interventions such as, Reading Plus or a similar program – to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. English Language Development Curriculum - Students identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of the Charter School's school day and are additional classes given to students identified as students in need of targeted English support. -Various SDAIE strategies and differentiated instruction are incorporated throughout the student's other classes to facilitate access to core. -Refine math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes. Progress monitor exited EL students and provide interventions as necessary. -Counseling Department will meet with EL Students and provide guidance on reclassification requirements and help students set goals for reclassification.			
ADVANCED LEARNERS -Provide needed extension opportunities to develop students who may otherwise qualify to participate in advanced coursework. -Provide college preparatory curricula in middle school to academically prepare students for AP coursework. -Provide intensive tutoring and study skills workshops for students enrolled in AP courses. -Provide professional development on strategies to increase focus on Literacy across the curriculum -Teachers will focus on writing skills in the classroom.	School-Wide	__All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups: <u>Advanced Learners</u>	Curricular Materials to Supplement the AP Courses - 4000-4999 Books and Supplies - LCFF Base: $1,000 (repeated expenditure) AP Testing Fees - 5000-5999 Services and Other Operating Expenses - LCFF Base: $1,000
SCIENCE -Acquire additional laboratory equipment and supplies to increase hands-on activities for students. -Refine and further partnerships with community groups such as Amgen Biotech Experience to provide the temporary use of loaner science equipment for more complex laboratory activities. -Strengthen partnerships such as Aquarium of the Pacific, Sierra Club, and University of Southern California's Interaxon to increase both onsite and field science experiences for students. Acquire NGSS-aligned instructional materials. - improving classroom facilities for students built and equipped for hands-on learning opportunities and project-based learning - science department faculty to receive more professional development on how to design and deliver NGSS-aligned lessons - hold field trips to relevant museums, exhibitions, or other location.	School-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	NGSS-Aligned Texts for Middle amd High School Science Classes - 4000-4999 Books and Supplies - LCFF Base: $40,000 Curricular Materials (lab equipment, etc.) - 4000-4999 Books and Supplies - LCFF Base: $3,000
SOCIAL SCIENCE -LAAAE has adopted research-based curricular programs including TCi for Social Studies, which is aligned to the Common Core standards. Teachers also have ongoing access to new teaching resources via TCi's online component, which allows them to stay current with the latest educational research. -The Social Studies department will align curriculum to the most current state standards. Through the use of Illuminate, teachers collect, analyze, and use data to inform instruction in the classroom. Teachers have Data Binders that contain benchmark information on SBAC, CELDT and Reading Plus, and add their own Progress Monitoring data and/or work samples for Data Driven Decision Making.	School-Wide	_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	TCI, Subscriptions, Curricular Materials - 4000-4999 Books and Supplies - LCFF Base: $3,500

GOAL:	Goal 3 - ENCOURAGE A POSITIVE SCHOOL CLIMATE AND CULTURE	Related State and/or Local Priorities:
	Continuing to improve school culture, LAAAE will further refine programs such as Positive Behavior Intervention Support (PBIS) and Response to Instruction and Intervention (RtI2), and promote student engagement through counseling support services and extra-curricular school activities.	1__ 2__ 3__ 4_X_ 5_X_ 6_X_ 7__ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Los Angeles Academy of Arts and Enterprise has worked to build a culture of high expectations for students and staff, trust, and professionalism over the past several years. The school is continually working to further develop this culture. Although staff will attest they are proud of the gains made in these areas recently, they also are excited about the progress yet to come. LAAAE conducts an annual campus wide climate survey near the end of the school year. This comprehensive survey includes assessments of school culture, staff, and curriculum and is used to modify all aspects of school and classroom life. By improving the culture to increase trust, professionalism, and high expectations for all students, students will be empowered to achieve, and gain a sense of community that was previously lacking. Students are persisting through academic challenges, are trying to be better citizens, and are striving for more than they ever have. Findings indicate that a continued focus on improving school culture will further engage students, foster school pride, instill higher character values, nurture a cohesive staff, and encourage responsibility with positive reinforcement and acknowledgement, to create hardworking, open-minded, collaborative students. Students, parents, and faculty completed various surveys and planning sessions reviewing data reveal LAAAE needs to continue to refine the discipline system and incorporate more positive interventions in the behavior modification system.

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Maintain at least 95% ADA rate. • Decrease chronic absenteeism rate by 1%. • Decrease percentage of first period tardy marks by 2%. • Maintain current percentage of low student suspension and expulsion rates. • Decrease middle school and high school dropout rate by 1%. • Increase percentage of students on track per grade level (high school). • Student referrals for classroom behaviors will decrease. • Increase Team(LAAAE) points awarded by teachers. • The detention rate will decrease. • 100% of teachers will be coached in the PBIS framework and will utilize PBIS strategies in their classrooms. Teachers who require classroom management, student behavior, and response to intervention supports, will be assigned additional intensive coaching. • Demonstrate growth in positive answers on the annual School Climate Survey. • Annual School Climate Survey will yield more positive response regarding facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ATTENDANCE -Utilize early intervention through actions such as daily phone notifications, weekly written notifications, RtI2, and Positive Behavior Intervention Services (PBIS). -Implement the Student Attendance Review Team (SART). SART will implement Positive Behavior Intervention Services (PBIS) that address chronic absenteeism. -SART will meet twice monthly to review student attendance and tardy reports and make recommendations for intervention and services. -SART will identify resources for students and create action plans and utilize restorative justice practices in enforcement of attendance policy. -Provide Professional development that addresses PBIS strategies and addresses attendance deficits schoolwide. -Strengthen supports to students in danger of enforcement of Credit/No Credit Policy. -SART Members will review student attendance reports on a frequent basis and identify resources such as counseling and other support services that address the root causes of chronic absenteeism. -Provide frequent phone notifications and weekly written notifications to parents regarding unexcused absences.	School-Wide	__All -- OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: Chronically Absent Students	Classified Support - Attendance Aide - 2000-2999 Classified Salaries - LCFF S & C: $30,000 Administrative Support - School Culture - 2000-2999 Classified Salaries - LCFF S & C: $80,000 Student Transportation. Buses. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $100,000
RTI – RESPONSE TO INTERVENTION •Offer additional support through Response to Instruction and Intervention (RtI2) multi-tiered system of supports (MTSS). Students who are struggling academically, or are exhibiting ongoing negative behavior can be referred to this program. The process provides increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress. •Ensure consistent schoolwide use of curriculum & instructional strategies (Tier 1 Classroom management). •Monitor consistent, early referrals. •Increase and refine services and partnerships. •RTI2 Team will meet every two weeks and will track and monitor students in Tier 2 & 3 Services. •Use all resources applicable, including behavior logs, academic checks, in house and external counseling, SES tutoring, math and English tutoring, parent	School-Wide	__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Supplemental Tutoring Services (Title I) - 1000-1999 Certificated Salaries - Other Federal Funds: $30,000 Counselors (1.5 FTE) - 1000-1999 Certificated Salaries - LCFF S & C: $80,000

meetings, home visits, SSTs, meet with parents. •Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services.			
PBIS PROGRAM Establish Leadership Team: Implement Team-Based Leadership to guide PBIS directives. Behavior Expectations, Schoolwide Discipline Policy: Set clear schoolwide expectations – orientation, handbook; work with students and teachers to develop and follow common expected behavior, including hallway behavior, patio, and lunchroom. Restorative Justice practices used consistently schoolwide. Implement RtI2 to support students struggling in academics and behavior. -Professional Development: On-going professional Development and Classroom skills and intervention. -Faculty Involvement: Implementation of Tier 1 classroom practices, and a formal system of acknowledging student behavior. Teacher recognition, feedback, acknowledgment for implementation, team building. Increase usage of positive communication. Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences. -Student Involvement: Expand character education curriculum and implement character development strategies, including a full-scale Positive Intervention and Support (PBIS) program with support from committee of faculty members. Increase participation enrichment and leadership activities. Hold spirit days as a schoolwide incentive. -Data-Based Decision Making – Review schoolwide discipline, academic, and Team(You) data to refine systems and to modify Tier 1 supports and further develop school culture based in PBIS framework. -Technology Support: Team(LAAAE) – Refine delivery and operation; develop student-driven incentives, and streamline student incentives to increase student participation.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Team(You) Inc. - Licence/Annual Subscription - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,500 Student Incentives tied to PBIS/TeamLAAAE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000
EXTRA CURRICULAR OPPORTUNITIES -Increase opportunities for educational and environmental field trips -Increase volunteer program opportunities -Develop a library, quiet reading area on campus -Create competitions between grade levels and advisories -Encourage extra-curricular activities and clubs for teachers and students, such as exercise clubs, debate club, dances, field trips, spirit weeks, more Family Fiesta and schoolwide student, parent, teacher special events, open-houses that are not academic.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Extra-Curricular, School Culture Activities - 4000-4999 Books and Supplies - LCFF S & C: $5,000
ATHLETICS PROGRAM -Set higher expectations – raise the bar for minimum GPA requirements for participation (from 2.0 to 2.2) -Further develop facilities options -Develop and improve partnership with YPI athletics opportunities for middle school students. -Strengthen tutoring program supports tied to student academic performance and eligibility to play on a team.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Buses, Equipment, and Referees - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Coaching Stipends - 1000-1999 Certificated Salaries - LCFF S & C: $15,000
FACILITIES The facility will be maintained in good condition. Facility Inspection Tool (FIT) will yield positive results.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Building Lease Expense, Proposition 39, Roybal Learning Center Co-location - 5000-5999 Services and Other Operating Expenses - LCFF Base: $300,000 Services and expenditures relative to building maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $40,327

BREAKFAST IN THE CLASSROOM AND LUNCH PROGRAM (NSLP)		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: $59,674

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	• Maintain at least 95% ADA rate. • Decrease chronic absenteeism rate by 1%. • Decrease percentage of first period tardy marks by 2%. • Maintain current percentage of low student suspension and expulsion rates. • Decrease middle school and high school dropout rate by 1%. • Increase percentage of students on track per grade level (high school). • Student referrals for classroom behaviors will decrease. • Increase Team(LAAAE) points awarded by teachers. • The detention rate will decrease. • 100% of teachers will be coached in the PBIS framework and will utilize PBIS strategies in their classrooms. Teachers who require classroom management, student behavior, and response to intervention supports, will be assigned additional intensive coaching. • Demonstrate growth in positive answers on the annual School Climate Survey. • Annual School Climate Survey will yield more positive response regarding facilities.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ATTENDANCE -Utilize early intervention through actions such as daily phone notifications, weekly written notifications, RtI2, and Positive Behavior Intervention Services (PBIS). -Implement the Student Attendance Review Team (SART). SART will implement Positive Behavior Intervention Services (PBIS) that address chronic absenteeism. -SART will meet twice monthly to review student attendance and tardy reports and make recommendations for intervention and services. -SART will identify resources for students and create action plans and utilize restorative justice practices in enforcement of attendance policy. -Provide Professional development that addresses PBIS strategies and addresses attendance deficits schoolwide. -Strengthen supports to students in danger of enforcement of Credit/No Credit Policy. -SART Members will review student attendance reports on a frequent basis and identify resources such as counseling and other support services that address the root causes of chronic absenteeism. -Provide frequent phone notifications and weekly written notifications to parents regarding unexcused absences.	School-Wide	__All --- OR: _X_ Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups: Chronically Absent Students	Classified Support - Attendance Aide - 2000-2999 Classified Salaries - LCFF S & C: $30,000 Administrative Support - School Culture - 2000-2999 Classified Salaries - LCFF S & C: $80,000 Student Transportation. Buses. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $100,000
RTI – RESPONSE TO INTERVENTION •Offer additional support through Response to Instruction and Intervention (RtI2) multi-tiered system of supports (MTSS). Students who are struggling academically, or are exhibiting ongoing negative behavior can be referred to this program. The process provides increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress. •Ensure consistent schoolwide use of curriculum & instructional strategies (Tier 1 Classroom management). •Monitor consistent, early referrals. •Increase and refine services and partnerships. •RTI2 Team will meet every two weeks and will track and monitor students in Tier 2 & 3 Services. •Use all resources applicable, including behavior logs, academic checks, in house and external counseling, SES tutoring, math and English tutoring, parent meetings, home visits, SSTs, meet with parents. •Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services.	School-Wide	__All --- OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Supplemental Tutoring Services (Title I) - 1000-1999 Certificated Salaries - Other Federal Funds: $30,000 Counselors (1.5 FTE) - 1000-1999 Certificated Salaries - LCFF S & C: $80,000
PBIS PROGRAM Establish Leadership Team: Implement Team-Based Leadership to guide PBIS directives. Behavior Expectations, Schoolwide Discipline Policy: Set clear schoolwide expectations – orientation, handbook; work with students and teachers to develop and follow common expected behavior, including hallway behavior, patio, and lunchroom. Restorative Justice practices used consistently schoolwide.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Team(You) Inc. - Licence/Annual Subscription - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,500 Student Incentives tied to

Implement RtI2 to support students struggling in academics and behavior. -Professional Development: On-going professional Development and Classroom skills and intervention. -Faculty Involvement: Implementation of Tier 1 classroom practices, and a formal system of acknowledging student behavior. Teacher recognition, feedback, acknowledgment for implementation, team building. Increase usage of positive communication. Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences. -Student Involvement: Expand character education curriculum and implement character development strategies, including a full-scale Positive Intervention and Support (PBIS) program with support from committee of faculty members. Increase participation enrichment and leadership activities. Hold spirit days as a schoolwide incentive. -Data-Based Decision Making – Review schoolwide discipline, academic, and Team(You) data to refine systems and to modify Tier 1 supports and further develop school culture based in PBIS framework. -Technology Support: Team(LAAAE) – Refine delivery and operation; develop student-driven incentives, and streamline student incentives to increase student participation.			PBIS/TeamLAAAE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000
EXTRA CURRICULAR OPPORTUNITIES -Increase opportunities for educational and environmental field trips -Increase volunteer program opportunities -Develop a library, quiet reading area on campus -Create competitions between grade levels and advisories -Encourage extra-curricular activities and clubs for teachers and students, such as exercise clubs, debate club, dances, field trips, spirit weeks, more Family Fiesta and schoolwide student, parent, teacher special events, open-houses that are not academic.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Extra-Curricular, School Culture Activities - 4000-4999 Books and Supplies - LCFF S & C: $5,000
ATHLETICS PROGRAM -Set higher expectations – raise the bar for minimum GPA requirements for participation (from 2.0 to 2.2) -Further develop facilities options -Develop and improve partnership with YPI athletics opportunities for middle school students. -Strengthen tutoring program supports tied to student academic performance and eligibility to play on a team.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Buses, Equipment, and Referees - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Coaching Stipends - 1000-1999 Certificated Salaries - LCFF S & C: $15,000
FACILITIES The facility will be maintained in good condition. Facility Inspection Tool (FIT) will yield positive results.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Building Lease Expense, Proposition 39, Roybal Learning Center Co-location - 5000-5999 Services and Other Operating Expenses - LCFF Base: $300,000 Services and expenditures relative to building maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $40,327
BREAKFAST IN THE CLASSROOM AND LUNCH PROGRAM (NSLP)		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: $59,674

	LCAP Year 3: 2018-19
Expected Annual Measurable Outcomes:	• Maintain at least 95% ADA rate. • Decrease chronic absenteeism rate by 1%. • Decrease percentage of first period tardy marks by 2%. • Maintain current percentage of low student suspension and expulsion rates. • Decrease middle school and high school dropout rate by 1%.

- Increase percentage of students on track per grade level (high school).
- Student referrals for classroom behaviors will decrease.
- Increase Team(LAAAE) points awarded by teachers.
- The detention rate will decrease.
- 100% of teachers will be coached in the PBIS framework and will utilize PBIS strategies in their classrooms. Teachers who require classroom management, student behavior, and response to intervention supports, will be assigned additional intensive coaching.
- Demonstrate growth in positive answers on the annual School Climate Survey.
- Annual School Climate Survey will yield more positive response regarding facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ATTENDANCE -Utilize early intervention through actions such as daily phone notifications, weekly written notifications, RtI2, and Positive Behavior Intervention Services (PBIS). -Implement the Student Attendance Review Team (SART). SART will implement Positive Behavior Intervention Services (PBIS) that address chronic absenteeism. -SART will meet twice monthly to review student attendance and tardy reports and make recommendations for intervention and services. -SART will identify resources for students and create action plans and utilize restorative justice practices in enforcement of attendance policy. -Provide Professional development that addresses PBIS strategies and addresses attendance deficits schoolwide. -Strengthen supports to students in danger of enforcement of Credit/No Credit Policy. -SART Members will review student attendance reports on a frequent basis and identify resources such as counseling and other support services that address the root causes of chronic absenteeism. -Provide frequent phone notifications and weekly written notifications to parents regarding unexcused absences.	School-Wide	__All --- OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: <u>Chronically Absent Students</u>	Classified Support - Attendance Aide - 2000-2999 Classified Salaries - LCFF S & C: $30,000 Administrative Support - School Culture - 2000-2999 Classified Salaries - LCFF S & C: $80,000 Student Transportation. Buses. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $100,000
RTI – RESPONSE TO INTERVENTION •Offer additional support through Response to Instruction and Intervention (RtI2) multi-tiered system of supports (MTSS). Students who are struggling academically, or are exhibiting ongoing negative behavior can be referred to this program. The process provides increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress. •Ensure consistent schoolwide use of curriculum & instructional strategies (Tier 1 Classroom management). •Monitor consistent, early referrals. •Increase and refine services and partnerships. •RTI2 Team will meet every two weeks and will track and monitor students in Tier 2 & 3 Services. •Use all resources applicable, including behavior logs, academic checks, in house and external counseling, SES tutoring, math and English tutoring, parent meetings, home visits, SSTs, meet with parents. •Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services.	School-Wide	__All --- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Supplemental Tutoring Services (Title I) - 1000-1999 Certificated Salaries - Other Federal Funds: $30,000 Counselors (1.5 FTE) - 1000-1999 Certificated Salaries - LCFF S & C: $80,000
PBIS PROGRAM Establish Leadership Team: Implement Team-Based Leadership to guide PBIS directives. Behavior Expectations, Schoolwide Discipline Policy: Set clear schoolwide expectations – orientation, handbook; work with students and teachers to develop and follow common expected behavior, including hallway behavior, patio, and lunchroom. Restorative Justice practices used consistently schoolwide. Implement RtI2 to support students struggling in academics and behavior. -Professional Development: On-going professional Development and Classroom skills and intervention. -Faculty Involvement: Implementation of Tier 1 classroom practices, and a formal system of acknowledging student behavior. Teacher recognition, feedback, acknowledgment for implementation, team building. Increase usage of positive communication. Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences. -Student Involvement: Expand character education	School-Wide	_X_All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Team(You) Inc. - Licence/Annual Subscription - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,500 Student Incentives tied to PBIS/TeamLAAAE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000

curriculum and implement character development strategies, including a full-scale Positive Intervention and Support (PBIS) program with support from committee of faculty members. Increase participation enrichment and leadership activities. Hold spirit days as a schoolwide incentive. -Data-Based Decision Making – Review schoolwide discipline, academic, and Team(You) data to refine systems and to modify Tier 1 supports and further develop school culture based in PBIS framework. -Technology Support: Team(LAAAE) – Refine delivery and operation; develop student-driven incentives, and streamline student incentives to increase student participation.			
EXTRA CURRICULAR OPPORTUNITIES -Increase opportunities for educational and environmental field trips -Increase volunteer program opportunities -Develop a library, quiet reading area on campus -Create competitions between grade levels and advisories -Encourage extra-curricular activities and clubs for teachers and students, such as exercise clubs, debate club, dances, field trips, spirit weeks, more Family Fiesta and schoolwide student, parent, teacher special events, open-houses that are not academic.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Extra-Curricular, School Culture Activities - 4000-4999 Books and Supplies - LCFF S & C: $5,000
ATHLETICS PROGRAM -Set higher expectations – raise the bar for minimum GPA requirements for participation (from 2.0 to 2.2) -Further develop facilities options -Develop and improve partnership with YPI athletics opportunities for middle school students. -Strengthen tutoring program supports tied to student academic performance and eligibility to play on a team.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Buses, Equipment, and Referees - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000 Coaching Stipends - 1000-1999 Certificated Salaries - LCFF S & C: $15,000
FACILITIES The facility will be maintained in good condition. Facility Inspection Tool (FIT) will yield positive results.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Building Lease Expense, Proposition 39, Roybal Learning Center Co-location - 5000-5999 Services and Other Operating Expenses - LCFF Base: $300,000 Services and expenditures relative to building maintenance. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $40,327
BREAKFAST IN THE CLASSROOM AND LUNCH PROGRAM (NSLP)		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	- 2000-2999 Classified Salaries - LCFF S & C: $59,674

GOAL:	**Goal 4 – PREPARE STUDENTS TO BE COLLEGE AND CAREER READY** Expanding college and career exploration opportunities and increasing intervention efforts to ensure a student body that is college and career ready, including struggling learners, as well as high academic achieving students.			Related State and/or Local Priorities: 1__ 2 X 3__ 4 X 5 X 6 X 7 X 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Students need academic support that includes regular meetings with a guidance counselor (both whole group and individually) to ensure they are on track for promotion and/or graduation. Students need greater access and exposure to higher education, including information sessions, onsite college admissions, as well as workshops for both students and families on pursuing post-secondary education, including the specific needs and concerns of undocumented students. These needs were determined upon examination of student academic performance, high school graduation rate, UC/CSU acceptance rate, and a variety of schoolwide surveys from parents, faculty, and students.			
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Increase high school graduation rate (Baseline - 2013/14: 76%; 2014/15: 55%) • Four year post-secondary education institution acceptance and attendance rate for eligible Seniors will be greater than 70%. • Increase the UC/CSU acceptance rate. • 100% of students will take a career interest inventory (High School). • 100% of student will be exposed to career pathways through the exploratory wheel (Middle School). • Increase the number of students who qualify for honors recognition (GPA Based). • Percentage of students on track to graduate (% who successfully complete the A-G courses) will increase. • Participation # of parents attending college information workshops will increase - hold a minimum of 2 Parent Workshops per semester for parents geared at college readiness. • Mandatory CalGrant, FAFSA/Dream Act Workshops will be held. • Increase the number of approved courses on UC Doorways, maintain UC Doorways status of current courses. • Early intervention through RtI2 will yield a decrease in students not on track to graduate (high school) or meet promotion standards (middle school).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PERSONAL •Reinforce academics: quarterly progress nights, Awards and Recognition •Credit Recovery – offer summer school (MS)(HS) •Ensure that UC/CSU courses are on UC Doorways. Submit additional courses for UC approval. Increase the UC/CSU acceptance rate. •Devise a master schedule to provide pathways for students to succeed in honors and advanced courses. •Consult with students early and often regarding A-G requirements and develop individual plans for college readiness. •Empower students by teaching them to perform their own individualized graduation plan. (High School) •Increase course offerings and enrollment in honors and advanced courses. •Through RtI2, TeamLAAAE, and tutoring, provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. •Provide access to credit recovery, and other academic support resources for struggling students. •Work closely and collaboratively with after-school partner, Youth Policy Institute, to coordinate effective tutoring services for struggling learners. •Conduct meetings for high achieving students, as well as failing students, to meet with the Board. •Survey student elective interests annually.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counseling Department Faculty (Academic Counselor FTE 1.0) - 1000-1999 Certificated Salaries - LCFF S & C: $75,000 Counseling Department (1.5) - 1000-1999 Certificated Salaries - LCFF S & C: $120,000 (repeated expenditure)
SOCIAL -Partner with community organizations to increase after-school enrichment and engagement opportunities. -Develop tutoring program to support advanced learners in AP courses and struggling learners. -Develop additional health education and mental health partnerships. -Conduct individual and group counseling. -Support PBIS and RTI2 Programs.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Facilities, Educational Consultants - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
English Learners and Socioeconomically Disadvantaged -EL students are given an orientation, assigned a school liaison from leadership. -Design master schedule to support EL students, including ELD and intervention courses.	School-Wide	__ All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	Counseling Department Staff (FTE 2.5) - 1000-1999 Certificated Salaries - LCFF S & C: $175,000 (repeated expenditure)
COLLEGE AND CAREER Incorporate guided lessons in advisory twice a month on topics that promote college Host Schoolwide College Fair in the Fall Semester Develop a College Tour for Juniors and Senior (Fall); Freshman and Sophomores (Spring)	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Naviance - License for College and Career Web System - 5000-5999 Services and Other Operating Expenses - LCFF S &

| Host frequent workshops re: college application process, financial aid, including Parent Education Workshop regarding college and financial aid. Students will have access to a college career readiness software that will allow them to explore their career interests and help identify post-secondary institution that meets the individual student's needs. Students will do a college search based on their own criteria to find a best fit for them, complete a college and career interest inventory (based on John Holland's Theory of Career Choice). | | __Other Subgroups: _____ | C: $3,000

College and Career Fair Expenses - 4000-4999 Books and Supplies - LCFF S & C: $2,000

College Tour Expenses - Fall and Spring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $15,000 |

| LCAP Year 2: 2017-18 |

| Expected Annual Measurable Outcomes: | • Increase high school graduation rate (Baseline - 2013/14: 76%; 2014/15: 55%)
• Four year post-secondary education institution acceptance and attendance rate for eligible Seniors will be greater than 70%.
• Increase the UC/CSU acceptance rate.
• 100% of students will take a career interest inventory (High School).
• 100% of student will be exposed to career pathways through the exploratory wheel (Middle School).
• Increase the number of students who qualify for honors recognition (GPA Based).
• Percentage of students on track to graduate (% who successfully complete the A-G courses) will increase.
• Participation # of parents attending college information workshops will increase - hold a minimum of 2 Parent Workshops per semester for parents geared at college readiness.
• Mandatory CalGrant, FAFSA/Dream Act Workshops will be held.
• Increase the number of approved courses on UC Doorways, maintain UC Doorways status of current courses.
• Early intervention through RtI2 will yield a decrease in students not on track to graduate (high school) or meet promotion standards (middle school). |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PERSONAL •Reinforce academics: quarterly progress nights, Awards and Recognition •Credit Recovery – offer summer school (MS)(HS) •Ensure that UC/CSU courses are on UC Doorways. Submit additional courses for UC approval. Increase the UC/CSU acceptance rate. •Devise a master schedule to provide pathways for students to succeed in honors and advanced courses. •Consult with students early and often regarding A-G requirements and develop individual plans for college readiness. •Empower students by teaching them to perform their own individualized graduation plan. (High School) •Increase course offerings and enrollment in honors and advanced courses. •Through RtI2, TeamLAAAE, and tutoring, provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. •Provide access to credit recovery, and other academic support resources for struggling students. •Work closely and collaboratively with after-school partner, Youth Policy Institute, to coordinate effective tutoring services for struggling learners. •Conduct meetings for high achieving students, as well as failing students, to meet with the Board. •Survey student elective interests annually.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counseling Department Faculty (Academic Counselor FTE 1.0) - 1000-1999 Certificated Salaries - LCFF S & C: $75,000 Counseling Department (1.5) - 1000-1999 Certificated Salaries - LCFF S & C: $120,000 (repeated expenditure)
SOCIAL -Partner with community organizations to increase after-school enrichment and engagement opportunities. -Develop tutoring program to support advanced learners in AP courses and struggling learners. -Develop additional health education and mental health partnerships. -Conduct individual and group counseling. -Support PBIS and RTI2 Programs.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Facilities, Educational Consultants - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
English Learners and Socioeconomically Disadvantaged -EL students are given an orientation, assigned a school liaison from leadership. -Design master schedule to support EL students, including ELD and intervention courses.	School-Wide	__All -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	Counseling Department Staff (FTE 2.5) - 1000-1999 Certificated Salaries - LCFF S & C: $175,000 (repeated expenditure)
COLLEGE AND CAREER Incorporate guided lessons in advisory twice a month on topics that promote college Host Schoolwide College Fair in the Fall Semester Develop a College Tour for Juniors and Senior (Fall); Freshman and Sophomores (Spring) Host frequent workshops re: college application process, financial aid, including Parent Education	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Naviance - License for College and Career Web System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000

Workshop regarding college and financial aid. Students will have access to a college career readiness software that will allow them to explore their career interests and help identify post-secondary institution that meets the individual student's needs. Students will do a college search based on their own criteria to find a best fit for them, complete a college and career interest inventory (based on John Holland's Theory of Career Choice).			College and Career Fair Expenses - 4000-4999 Books and Supplies - LCFF S & C: $2,000

College Tour Expenses - Fall and Spring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $15,000 |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Increase high school graduation rate (Baseline - 2013/14: 76%; 2014/15: 55%) • Four year post-secondary education institution acceptance and attendance rate for eligible Seniors will be greater than 70%. • Increase the UC/CSU acceptance rate. • 100% of students will take a career interest inventory (High School). • 100% of student will be exposed to career pathways through the exploratory wheel (Middle School). • Increase the number of students who qualify for honors recognition (GPA Based). • Percentage of students on track to graduate (% who successfully complete the A-G courses) will increase. • Participation # of parents attending college information workshops will increase - hold a minimum of 2 Parent Workshops per semester for parents geared at college readiness. • Mandatory CalGrant, FAFSA/Dream Act Workshops will be held. • Increase the number of approved courses on UC Doorways, maintain UC Doorways status of current courses. • Early intervention through RtI2 will yield a decrease in students not on track to graduate (high school) or meet promotion standards (middle school).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PERSONAL •Reinforce academics: quarterly progress nights, Awards and Recognition •Credit Recovery – offer summer school (MS)(HS) •Ensure that UC/CSU courses are on UC Doorways. Submit additional courses for UC approval. Increase the UC/CSU acceptance rate. •Devise a master schedule to provide pathways for students to succeed in honors and advanced courses. •Consult with students early and often regarding A-G requirements and develop individual plans for college readiness. •Empower students by teaching them to perform their own individualized graduation plan. (High School) •Increase course offerings and enrollment in honors and advanced courses. •Through RtI2, TeamLAAAE, and tutoring, provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. •Provide access to credit recovery, and other academic support resources for struggling students. •Work closely and collaboratively with after-school partner, Youth Policy Institute, to coordinate effective tutoring services for struggling learners. •Conduct meetings for high achieving students, as well as failing students, to meet with the Board. •Survey student elective interests annually.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Counseling Department Faculty (Academic Counselor FTE 1.0) - 1000-1999 Certificated Salaries - LCFF S & C: $75,000

Counseling Department (1.5) - 1000-1999 Certificated Salaries - LCFF S & C: $120,000 (repeated expenditure) |
| SOCIAL
-Partner with community organizations to increase after-school enrichment and engagement opportunities.
-Develop tutoring program to support advanced learners in AP courses and struggling learners.
-Develop additional health education and mental health partnerships.
-Conduct individual and group counseling.
-Support PBIS and RTI2 Programs. | School-Wide | _X_ All

OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | Facilities, Educational Consultants - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000 |
| English Learners and Socioeconomically Disadvantaged
-EL students are given an orientation, assigned a school liaison from leadership.
-Design master schedule to support EL students, including ELD and intervention courses. | School-Wide | __ All
----
OR:
__Low Income pupils _X_ English Learners
__Foster Youth
_X_ Redesignated fluent English proficient
__Other Subgroups: _____ | Counseling Department Staff (FTE 2.5) - 1000-1999 Certificated Salaries - LCFF S & C: $175,000 (repeated expenditure) |
| COLLEGE AND CAREER
Incorporate guided lessons in advisory twice a month on topics that promote college
Host Schoolwide College Fair in the Fall Semester
Develop a College Tour for Juniors and Senior (Fall); Freshman and Sophomores (Spring)
Host frequent workshops re: college application process, financial aid, including Parent Education Workshop regarding college and financial aid.
Students will have access to a college career | School-Wide | _X_ All
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OR:
__Low Income pupils __English Learners
__Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | Naviance - License for College and Career Web System - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000

College and Career Fair Expenses - |

readiness software that will allow them to explore their career interests and help identify post-secondary institution that meets the individual student's needs. Students will do a college search based on their own criteria to find a best fit for them, complete a college and career interest inventory (based on John Holland's Theory of Career Choice).			4000-4999 Books and Supplies - LCFF S & C: $2,000

College Tour Expenses - Fall and Spring - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $15,000 |

GOAL:	Goal 5 - INCREASE PARENT AND COMMUNITY ENGAGEMENT - Increasing parent and community engagement through communication with and additional training for parents.	Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5 X 6 X 7__ 8__ COE Only: 9__ 10__ Local: _____
Identified Need:	Parental and community involvement are both crucial for student success. Parents are instrumental in motivating students for academic success, but when it comes to the identified critical learner needs of the school community, parents and the extended community resources are also imperative for improving school wide culture. The addition of extensive community involvement, as outlined in this section, has greatly impacted the students in a positive way both inside and outside the classroom. Many students would not be improving in the way they are without the additional assistance of services provided by the surrounding community partners.	
Goal Applies to:	Schools: Middle: High School	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	-Increase the parent participation rate on campus at events -Develop clubs for parents. -Increase the number of on-campus volunteer hours for parents. -Hold a minimum of 5 parent events per year. -Increase timely communication with parents through calls, texts, and newsletters.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ON CAMPUS PARTICIPATION •Increase attendance at award ceremonies and other on campus events. •Parents will be timely informed about school events and student progress through calls, texts, and newsletters. •Parents will be provided frequent opportunities to participate in the LAAAE community, at events such as, coffee with the principal, Parent Teacher Organization (PTO) meetings (monthly), Campus Beautification Day (monthly), and retreats(Fall, Spring), to encourage parent engagement. •Operate a Parent Center with support from bilingual staff, coordinate with YPI Advocate and Full Service Coordinator to bring resources to families. •Provide access to computers for parents to check the student information system, thus increasing parent ability to track academic progress. •LAAAE will partner with organizations like the Parent Institute for Quality Education (PIQE), to further support parent education efforts, and hold parent trainings and workshops on topics such as; computer literacy, building at home study space/time, positive behavior support, college readiness support. •PTO meetings, bring in at least two outside social advocacy groups per semester, set goal of 15 parents, 2 admin, and 5 teachers in attendance per meeting. Share academic data and departmental highlights at each meeting. •Provide a Parent Activities Calendar with parent education opportunities, establishing and strengthening partnerships with law enforcement and family support and engagement agencies and organizations. •Increase attendance at award ceremonies and other on campus events. •Host monthly campus beautification days.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Engage with Parent Institute for Quality Education (PIQE) to offer parent education courses. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $5,000
English Learners and Socioeconomically Disadvantaged Students English Language Learner Advisory Committee Meet at a minimum 4 times per year to track ELAC goals and further refine the ELD program and develop resources for ELL students.	School-Wide	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Provide Parent Education courses targeted to support parents of English Language Learners to further develop EL Parent participation on campus. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	-Increase the parent participation rate on campus at events -Develop clubs for parents.

	-Increase the number of on-campus volunteer hours for parents.		
	-Hold a minimum of 5 parent events per year.		
	-Increase timely communication with parents through calls, texts, and newsletters.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ON CAMPUS PARTICIPATION •Increase attendance at award ceremonies and other on campus events. •Parents will be timely informed about school events and student progress through calls, texts, and newsletters. •Parents will be provided frequent opportunities to participate in the LAAAE community, at events such as, coffee with the principal, Parent Teacher Organization (PTO) meetings (monthly), Campus Beautification Day (monthly), and retreats(Fall, Spring), to encourage parent engagement. •Operate a Parent Center with support from bilingual staff, coordinate with YPI Advocate and Full Service Coordinator to bring resources to families. •Provide access to computers for parents to check the student information system, thus increasing parent ability to track academic progress. •LAAAE will partner with organizations like the Parent Institute for Quality Education (PIQE), to further support parent education efforts, and hold parent trainings and workshops on topics such as; computer literacy, building at home study space/time, positive behavior support, college readiness support. •PTO meetings, bring in at least two outside social advocacy groups per semester, set goal of 15 parents, 2 admin, and 5 teachers in attendance per meeting. Share academic data and departmental highlights at each meeting. •Provide a Parent Activities Calendar with parent education opportunities, establishing and strengthening partnerships with law enforcement and family support and engagement agencies and organizations. •Increase attendance at award ceremonies and other on campus events. •Host monthly campus beautification days.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Engage with Parent Institute for Quality Education (PIQE) to offer parent education courses. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $5,000
English Learners and Socioeconomically Disadvantaged Students English Language Learner Advisory Committee Meet at a minimum 4 times per year to track ELAC goals and further refine the ELD program and develop resources for ELL students.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Provide Parent Education courses targeted to support parents of English Language Learners to further develop EL Parent participation on campus. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	-Increase the parent participation rate on campus at events
	-Develop clubs for parents.
	-Increase the number of on-campus volunteer hours for parents.
	-Hold a minimum of 5 parent events per year.
	-Increase timely communication with parents through calls, texts, and newsletters.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ON CAMPUS PARTICIPATION •Increase attendance at award ceremonies and other on campus events. •Parents will be timely informed about school events and student progress through calls, texts, and newsletters. •Parents will be provided frequent opportunities to participate in the LAAAE community, at events such as, coffee with the principal, Parent Teacher Organization (PTO) meetings (monthly), Campus Beautification Day (monthly), and retreats(Fall, Spring), to	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Engage with Parent Institute for Quality Education (PIQE) to offer parent education courses. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $5,000

encourage parent engagement.
•Operate a Parent Center with support from bilingual staff, coordinate with YPI Advocate and Full Service Coordinator to bring resources to families.
•Provide access to computers for parents to check the student information system, thus increasing parent ability to track academic progress.
•LAAAE will partner with organizations like the Parent Institute for Quality Education (PIQE), to further support parent education efforts, and hold parent trainings and workshops on topics such as; computer literacy, building at home study space/time, positive behavior support, college readiness support.
•PTO meetings, bring in at least two outside social advocacy groups per semester, set goal of 15 parents, 2 admin, and 5 teachers in attendance per meeting. Share academic data and departmental highlights at each meeting.
•Provide a Parent Activities Calendar with parent education opportunities, establishing and strengthening partnerships with law enforcement and family support and engagement agencies and organizations.
•Increase attendance at award ceremonies and other on campus events.
•Host monthly campus beautification days.

English Learners and Socioeconomically Disadvantaged Students English Language Learner Advisory Committee Meet at a minimum 4 times per year to track ELAC goals and further refine the ELD program and develop resources for ELL students.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Provide Parent Education courses targeted to support parents of English Language Learners to further develop EL Parent participation on campus. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: $3,000

GOAL:	**Goal 6 - ENSURE ACCESS TO AN ARTS AND BUSINESS EDUCATION** LAAAE will focus on supporting the Business and VAPA programs with targeted professional development supports, expanding community partnerships, and expanding resources within the program to increase participation. .	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 _X_ 6__ 7 _X_ 8__ COE Only: 9__ 10__ Local: _____

Identified Need:	Graduation requirements were amended in 2013 to include one required class in business education and the graduation data has shown that students have not been able to master business concepts, thus impacting students' ability to graduate. This data shows the need for an expansion in business course offerings for high school students, as well as the need to develop an early interest in financial literacy concepts among middle school students. Student course requests indicate an increased accessibility for arts courses and additional arts materials an musical instruments.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Graduation data, student surveys, report cards, progress reports # of arts-based collaborations between LAAAE and community groups will increase # of hours of professional development dedicated to arts integration will increase # of arts, theater, and dance performances will increase # of student publications will increase # of cultural field trips will increase % of student participating in VAPA or Business Club will increase % of students participating in the culminating program will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BUSINESS -LAAAE will implement a multifaceted business program through expansion of business courses available to high school students, through the implementation of business and financial literacy component to the middle school students' exploratory wheel, and through enriched curriculum instruction and experiential learning opportunities. -Further develop NFTE partnership to apply cutting-edge instructional strategies in entrepreneurship curriculum. The high school course work will thus be enriched through the use of NFTE's experiential entrepreneurship curriculum and will culminate in a business plan competition that provides each student with a $25 business plan budget for a chance to participate in peer competitions for seed capital through a series of business plan competitions. -Work in partnership with community partners to provide an early introduction to financial literacy concepts. Additionally, provide parent education courses in personal finance through this partnership. -Expand experiential business opportunities with Concordia University. Seek opportunity for students to receive scholarships to participate the Teen Entrepreneur Academy (TEA), where students participate in a week-long on campus summer camp that focusing on the basic principles of business and entrepreneurship, real-world business training that helps teen-agers become leaders with ethics and integrity. Student teams write business plans and learn best business practices and strategies for starting a business -The LAAAE Business Club will have opportunity to participate in onsite internship opportunities, and additionally, will practice inventory and marketing skills through the operation of the student store. -Finally, LAAAE's newly established Positive Behavior Intervention and Support Program (PBIS), uses an entrepreneur enterprise model to teach students the skills of financial literacy. VAPA	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Competition Class, Memberships - 4000-4999 Books and Supplies - LCFF Base: $1,000 Membership fees in NFTE. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $4,000
VAPA DEPARTMENT Support VAPA and Business Integration throughout the classes. Continue to provide middle school with the exploratory wheel with business and VAPA (including dance) exposure. Use art for social justice, community building. Host VAPA Showcases during school hours. Develop a master schedule to promote collaboration between Business and VAPA. Provide funding for VAPA budget proposals. VAPA will utilize common planning time and increase collaboration between the disciplines.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	VAPA Budget - 4000-4999 Books and Supplies - LCFF Base: $15,000

VAPA Department will explore fundraising and grant opportunities. Invest in sound equipment. Provide stipends for VAPA clubs. Increase music library. Purchase new instruments to ensure class sets. Devise a master schedule to encourage intermediate and advanced classes, and year-long classes, incorporate prerequisites and/or auditions for certain courses.	

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2017-18</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="3">Graduation data, student surveys, report cards, progress reports

# of arts-based collaborations between LAAAE and community groups will increase

# of hours of professional development dedicated to arts integration will increase

# of arts, theater, and dance performances will increase

# of student publications will increase

# of cultural field trips will increase

% of student participating in VAPA or Business Club will increase

% of students participating in the culminating program will increase</td>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BUSINESS -LAAAE will implement a multifaceted business program through expansion of business courses available to high school students, through the implementation of business and financial literacy component to the middle school students' exploratory wheel, and through enriched curriculum instruction and experiential learning opportunities. -Further develop NFTE partnership to apply cutting-edge instructional strategies in entrepreneurship curriculum. The high school course work will thus be enriched through the use of NFTE's experiential entrepreneurship curriculum and will culminate in a business plan competition that provides each student with a $25 business plan budget for a chance to participate in peer competitions for seed capital through a series of business plan competitions. -Work in partnership with community partners to provide an early introduction to financial literacy concepts. Additionally, provide parent education courses in personal finance through this partnership. -Expand experiential business opportunities with Concordia University. Seek opportunity for students to receive scholarships to participate the Teen Entrepreneur Academy (TEA), where students participate in a week-long on campus summer camp that focusing on the basic principles of business and entrepreneurship, real-world business training that helps teen-agers become leaders with ethics and integrity. Student teams write business plans and learn best business practices and strategies for starting a business -The LAAAE Business Club will have opportunity to participate in onsite internship opportunities, and additionally, will practice inventory and marketing skills through the operation of the student store. -Finally, LAAAE's newly established Positive Behavior Intervention and Support Program (PBIS), uses an entrepreneur enterprise model to teach students the skills of financial literacy. VAPA	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Competition Class, Memberships - 4000-4999 Books and Supplies - LCFF Base: $1,000 Membership fees in NFTE. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $4,000
VAPA DEPARTMENT Support VAPA and Business Integration throughout the classes. Continue to provide middle school with the exploratory wheel with business and VAPA (including dance) exposure. Use art for social justice, community building. Host VAPA Showcases during school hours. Develop a master schedule to promote collaboration between Business and VAPA. Provide funding for VAPA budget proposals. VAPA will utilize common planning time and increase collaboration between the disciplines. VAPA Department will explore fundraising and grant opportunities. Invest in sound equipment. Provide stipends for VAPA clubs. Increase music library.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	VAPA Budget - 4000-4999 Books and Supplies - LCFF Base: $15,000

Purchase new instruments to ensure class sets. Devise a master schedule to encourage intermediate and advanced classes, and year-long classes, incorporate prerequisites and/or auditions for certain courses.			

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Graduation data, student surveys, report cards, progress reports # of arts-based collaborations between LAAAE and community groups will increase # of hours of professional development dedicated to arts integration will increase # of arts, theater, and dance performances will increase # of student publications will increase # of cultural field trips will increase % of student participating in VAPA or Business Club will increase % of students participating in the culminating program will increase

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BUSINESS -LAAAE will implement a multifaceted business program through expansion of business courses available to high school students, through the implementation of business and financial literacy component to the middle school students' exploratory wheel, and through enriched curriculum instruction and experiential learning opportunities. -Further develop NFTE partnership to apply cutting-edge instructional strategies in entrepreneurship curriculum. The high school course work will thus be enriched through the use of NFTE's experiential entrepreneurship curriculum and will culminate in a business plan competition that provides each student with a $25 business plan budget for a chance to participate in peer competitions for seed capital through a series of business plan competitions. -Work in partnership with community partners to provide an early introduction to financial literacy concepts. Additionally, provide parent education courses in personal finance through this partnership. -Expand experiential business opportunities with Concordia University. Seek opportunity for students to receive scholarships to participate the Teen Entrepreneur Academy (TEA), where students participate in a week-long on campus summer camp that focusing on the basic principles of business and entrepreneurship, real-world business training that helps teen-agers become leaders with ethics and integrity. Student teams write business plans and learn best business practices and strategies for starting a business -The LAAAE Business Club will have opportunity to participate in onsite internship opportunities, and additionally, will practice inventory and marketing skills through the operation of the student store. -Finally, LAAAE's newly established Positive Behavior Intervention and Support Program (PBIS), uses an entrepreneur enterprise model to teach students the skills of financial literacy. VAPA	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	Supplies for Competition Class, Memberships - 4000-4999 Books and Supplies - LCFF Base: $1,000 Membership fees in NFTE. - 5000-5999 Services and Other Operating Expenses - LCFF Base: $4,000
VAPA DEPARTMENT Support VAPA and Business Integration throughout the classes. Continue to provide middle school with the exploratory wheel with business and VAPA (including dance) exposure. Use art for social justice, community building. Host VAPA Showcases during school hours. Develop a master schedule to promote collaboration between Business and VAPA. Provide funding for VAPA budget proposals. VAPA will utilize common planning time and increase collaboration between the disciplines. VAPA Department will explore fundraising and grant opportunities. Invest in sound equipment. Provide stipends for VAPA clubs. Increase music library. Purchase new instruments to ensure class sets. Devise a master schedule to encourage intermediate and advanced classes, and year-long classes, incorporate prerequisites and/or auditions for certain courses.	School-Wide	_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	VAPA Budget - 4000-4999 Books and Supplies - LCFF Base: $15,000

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Original GOAL from prior year LCAP:	**Goal 1**: Supporting teachers through professional development on data-driven instruction to increase teacher effectiveness, as well as evaluations and corresponding individual supports to increase student success.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 __ 8 __ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

	Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

Expected Annual Measurable Outcomes:

1.1 - 100% compliance with Lesson Plan Rubric. Teachers will engage in data driven instruction and incorporate the same into their planning. This will be measured and monitored through the teacher evaluation system.

1.2 - 100% participation in observing and goal setting. Teachers will convey an increased understanding of pedagogy to better address the needs of English language learners and socioeconomically disadvantaged students, as well as high academic achievers. Evaluations will be administered and results will be analyzed to determine teacher effectiveness.

1.3 - Student academic achievement and performance will improve in Reading and Math, as measured by schoolwide reading and math program data and internal and external, schoolwide formative and summative assessments.

1.4 - Teacher evaluation surveys will yield positive results.

1.5 - 100% of evaluations and debriefs will occur. Evaluations will be administered and results will be analyzed to determine teacher effectiveness.

1.6 - Administrative staff will increase number of walkthroughs and Increase frequency of informal classroom observations to ensure implementation of the lesson plans and goal setting based observations.

Actual Annual Measurable Outcomes:

1.2 - A school-wide goal of an increased understanding of pedagogy to better address the needs of English language learners and socioeconomically disadvantaged students, as well as high academic achievers, was a focus this year. Teachers utilized "Teach Like a Champion," Thinking Maps, and normalized lesson plan templates to address this goal. Evaluations reviewed these strategies.

1.3 - Student academic achievement and performance in math on internal assessments indicate that growth is occurring in Reading and Math, as measured by schoolwide reading and math program data and internal and external, schoolwide formative and summative assessments. SBAC results for the 2015-16 school year are forthcoming.

1.4 - Teacher survey evaluations indicate a desire for developing pathways for teachers to lead professional development activities. Teachers indicate that systems in place need further refinement to improve school climate and culture and to address student's academic needs.

1.5 - 100% of evaluations and debriefs have occurred. Administrative staff increased number of walk through visits and frequency of informal classroom observations to ensure implementation of the lesson plans and goal setting based observations.

1.6 - The Principal and Assistant Principal piloted the use of Assessa (a web tool) to provide instant feedback to teachers on informal classroom walk through visits and there was an increase in administrative walk through visits throughout the year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
HIRE AND RETAIN HIGHLY QUALIFIED TEACHERS -A thorough review of teacher qualifications will be conducted. -LAAAE will hire highly qualified teachers, meeting the credentialing standards of the California Commission on Teacher Credentialing (CCTC).	Certificated Salaries (1100): Teachers $1,000,000 Certificated Salaries (1300): Administration $150,000 Employee Benefits (3000): $150,000	A thorough review of teacher qualifications was conducted. LAAAE hired teachers who meet the credentialing standards of the California Commission on Teacher Credentialing (CCTC).	Certificated Salaries (1100): Teachers $1,00,000 Certificated Salaries (1300): Administration $185,000 Employee Benefits (3000): Teachers and Administration - (Retirement and Health) $350,000. Last year's LCAP did not incorporate an estimate for CalSTRS retirement benefits.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
TEACHER TRAINING & SUPPORT (English Learners and Socioeconomically Disadvantaged) -Teachers will obtain an English learner	Training and Development (5210): $5,000	TEACHER TRAINING & SUPPORT (English Learners and Socioeconomically Disadvantaged) -Teachers will obtain an English learner	Training and Development (5210): $48,000

authorization or the equivalent within 1 year of employment with LAAAE. -Provide push in/pull out interventions for EL Students during Core classes. - Teachers will be trained to utilize effective EL strategies. -Teachers will provide intentional instruction for EL Learners. -Teacher observations and peer evaluations will focus on EL Learner strategies. -Progress monitor exited EL students and provide interventions as necessary.	Curriculum and Materials (4300): $8,500 Books & Other Reference Materials (4200): $1,000	authorization or the equivalent within 1 year of employment with LAAAE. -Provide push in/pull out interventions for EL Students during Core classes. -Teachers will be trained to utilize effective EL strategies. -Teachers will provide intentional instruction for EL Learners. -Teacher observations and peer evaluations will focus on EL Learner strategies. -The system for progress monitoring exited EL students was further refined and interventions occurred as necessary.	($16,000 - LCFF) Personnel changes required additional outside professional development resources for staff. $32,000 of the $48,000 was offset by one-time Educator Effectiveness Funds to pay for BTSA. Curriculum and Materials (4300): $9,927 (as of 05/16/2016). The decision was made to delay the purchase of NGSS-aligned Science textbooks to the 2016-17 school year, as a greater selection of texts would be available one year later. Books & Other Reference Materials (4200): $10,000 The ELD Program was re-designed and required additional curriculum to serve the needs of the increased newcomer student population, and to further address priorities of the school.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

PROFESSIONAL DEVELOPMENT/TRAINING -LAAAE will support new teachers and will sponsor the cost of the Beginning Teacher Support and Assessment (BTSA) Induction Program and will provide onsite coordination of additional new teacher supports through the Director of Curriculum and Instruction. -Provide professional development on-site at least weekly to ensure knowledge of and applications of standards. -Faculty will also have ongoing opportunities to attend professional development workshops and/or conferences that address common core implementation.	Training and Development (5210): $15,000	PROFESSIONAL DEVELOPMENT/TRAINING -LAAAE sponsored 100% of the cost of the Beginning Teacher Support and Assessment (BTSA) Induction Program and provided onsite coordination of additional new teacher supports through the New Teacher Academy (a peer supported professional development group). -Faculty received professional development on-site at least weekly to ensure knowledge of and applications of standards. -Faculty also had ongoing opportunities to attend professional development workshops and/or conferences that address common core implementation.	Training and Development (5210): $16,000 Note: $35,000 was spent on BTSA - $32,000 from one-time Educator Effectiveness funding.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

__All --- OR: _X_ Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient		_X_ All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient

__Other Subgroups: _____		__Other Subgroups: _____	
TEACHER EVALUATION & INDIVIDUAL SUPPORT PLANS -Faculty will be guided through a structured, supportive teacher evaluation system that encompasses the standards in the California Standards for the Teaching Profession (CSTP) rubric. -Teachers will develop standards-based lesson plans, implement the lesson plan rubric, and participate in the biannual review of lesson plan rubric. -Administrators will increase number of walkthroughs and increase frequency of informal classroom observations to ensure implementation of the lesson plans and goal-setting based observations. - Increase frequency of formal evaluations to determine whether teachers have reached goals or need to reset goals. - Increase debriefs with teachers. - Teachers will participate in peer observations. -Teachers will set professional goals. Administrative staff will receive training on formal evaluation of teachers. -Administrative staff and faculty will meet and discuss results and set goals.	Training and Development (5210): $3,500 Professional Consulting Services & Operating Expenditures: Illuminate $7,000	TEACHER EVALUATION & INDIVIDUAL SUPPORT PLANS -Faculty were guided through a structured, supportive teacher evaluation system that encompassing the standards in the California Standards for the Teaching Profession (CSTP) rubric. -Teachers developed standards-based lesson plans, implement the lesson plan rubric, and participated in the biannual review of lesson plan rubric. -Administrators increased the number of walkthroughs and increased the frequency of informal classroom observations to ensure implementation of the lesson plans and goal-setting based observations. -Teachers received formal evaluations and personal goal setting will be implemented next school year. -A greater number of debriefs with teachers were held. -There were many changes in instructional program this year, and the time was not available to coordinate a formal peer observation rotation. This is a goal that will be continued for next year. -Rather than setting individual goals, there was a schoolwide goal to normalize lesson plans to ensure standards-alignment and improve access to the content for English Learners. This is where a majority of the professional development occurred this year. Next year, teachers will set individual professional goals. Administrative staff received intensive training and support for formal evaluation of teachers.	Training and Development (5210): $15,000 (total). The loss of Director of Curriculum and Instruction increased professional development costs. Professional Consulting Services & Operating Expenditures: Illuminate - $4,362.50 (Due to Illuminate's delayed roll-out, the training fees were waived.)
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The need for a teachers as leaders development pipeline arose out of an analysis consisting of various data collection instruments, including the most recent state standardized testing results from SBAC and teacher survey results regarding staff perception of the role of the teacher leaders in increasing student achievement. The major changes that will occur as a result of reviewing the progress and continuing the school improvement process includes the launching a new Teacher Education and Empowering Leadership (TEEL) project, which will be led by an Instructional Leadership Team (ILT) comprised of three Teacher Leaders, the ILT Coordinator, and the Administrators. The three Teacher Leaders will develop their instructional capacity through bi-monthly planning meetings, Thinking Maps and other training, in order to develop the skills to mentor new teachers. The program will feature quarterly site staff professional developments and beginning teacher support workshops led by the 3 Teacher Leaders, demonstrating growth in effective, common-core aligned instructional practices.	

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Original GOAL from prior year LCAP:	Goal 2: Increasing proficiency and individual student growth in ELA, Mathematics, Social Studies and Science, and increasing the availability of instructional materials aligned to the common core state standards; Expanding targeted support services for English Language Learners, students qualifying for free or reduced lunch Program, and students with individualized education plans, through tutoring and other resources.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 __ 6 __ 7 __ 8 __ COE Only: 9 __ 10 __ Local: _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	• Increase percentage and rate at which students demonstrate academic growth in assessments by meeting or exceeding state targets. • Increase growth in fluency and/or percentage of English Learners who reclassify as fully English proficient. • Increase the number of students able to succeed in AP Courses. • Increase the AP Passage Rate • LAAAE is establishing SBAC benchmarks this 2014-15 academic year. LAAAE will administer the SBAC interim assessments along with the end-of-year summative assessments in English language arts/literacy and mathematics. • Other measurements that LAAAE will look to for student growth may include Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Block, SBAC Interim Comprehensive Assessment, SBAC summative, or other State Standardized tests; • California High School Exit Exam (CAHSEE)*until discontinued; • California English Language Development Test (CELDT)/English Language Proficiency Assessments of California (ELPAC); Reading Plus or other similar program and other Intervention data; PSAT; Increased writing ability.	Actual Annual Measurable Outcomes:	• The preliminary SBAC results for 2015-16 school year indicate growth at every grade level. The most notable growth was among 11th grade students, particularly in ELA with 65% scoring proficient - a more than 20% increase from 14/15 results. • Increase growth in fluency and/or percentage of English Learners who reclassify as fully English proficient. The 2014-15 reclassification rate was 9.6%, whereas the 2015-16 reclassification rate is 10.9%. There was 1.3% growth in reclassification. • Increase the _AP Passage Rate_, This information is pending results in the Summer of 2016. Four additional AP classes were added for the 2015-16 school year, increasing access to AP courses.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CURRICULUM/INSTRUCTIONAL MATERIALS -Annual planning will ensure adequate funding for instructional materials in core subjects that align with common core and state standards for science, math, English language arts, and social studies. -Participate in practice state testing, or other available opportunities to gauge academic progress. -Provide keyboarding skills training to ensure that students are keyboard-skill ready. -Ensure implementation of State and Common Core aligned curriculum. -Devise a master schedule that offers AP courses to prepare students for AP examinations.	Teaches Salaries (1100): See above. Curriculum and Materials (4100): $70,000 Books & Other Reference Materials (4200): $20,000	CURRICULUM/INSTRUCTIONAL MATERIALS -Annual planning ensured adequate funding for instructional materials in core subjects that align with common core and state standards for science, math, English language arts, and social studies. -Participation in practice state testing, and other internal benchmarks provided opportunity to gauge academic progress. -Students practiced keyboarding skills through the use of mobile labs to improve students' keyboard-skill readiness for state testing. -Ensured implementation of State and Common Core aligned curriculum, through normalized lesson planning and extensive professional development and teacher coaching. -Devised a master schedule that offered AP courses to prepare students for AP examinations.	Teaches Salaries (1100): (As stated above.) Curriculum and Materials (4100): (As stated above.) The decision to delay the purchase of NGSS-aligned texts to the 2016-17 school year was made because increased options are available for the 2016-17 school year, thus resulting in less spending in this area. Books & Other Reference Materials (4200): $20,000
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
ENGLISH LANGUAGE ARTS & MATH English Learners and Socioeconomically Disadvantaged Students -Develop a master schedule that reflects allocated time for use of the mobile reading and math lab for	Instructional Aid (2100): ELParaprof. (x2) Tutors, ($50,000)	ENGLISH LANGUAGE ARTS & MATH English Learners and Socioeconomically Disadvantaged Students -The master schedule allocated time for use of the mobile reading and math lab for individualized	Instructional Aid (2100): EL Paraprofessional $30,000

individualized student support and the ability of the teacher to track and monitor student progress. - Provide highly qualified instructional personnel who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provide onsite professional development to support student achievement and college readiness. -LAAAE will provide a robust literacy intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials. -Provide math intervention to students performing below proficient through in-school and after-school academic tutoring program. -Refine math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes. -Review and evaluate ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/ improvement. -Identify and connect struggling learners to Supplemental Education Service (SES) or other providers. -Conduct internal baseline assessment in reading, writing and math. Track progress with benchmark assessments. -Teachers will use the RtI process, as needed. -LAAAE will provide robust math and literacy intervention programs to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials, as well as provide push in/pull out interventions for EL students during core classes. -In addition to the curriculum and new text books that are CCSS aligned, English Learners and any student reading at or below grade level are assigned a reading course – which includes interventions such as, Reading Plus or a similar program – to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. -English Language Development Curriculum - Students identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of the Charter School's school day and are additional classes given to students identified as students in need of targeted English support. Various SDAIE strategies and differentiated instruction are incorporated throughout the student's other classes to facilitate access to core. -Provide math intervention to students performing below proficient through in-school and after-school academic tutoring program. Students who score below proficiency levels or are otherwise identified as having mathematical deficiencies will be placed in a business mathematics course. Beyond basic math, connections are made to pre-algebra and algebra, communication and career spotlights. Teachers incorporate external materials, such as Khan Academy, to provide additional resources to the students. - Refine math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes. - Review and evaluate ELA and math intervention web-based programs and benchmarks. -Progress monitor exited EL students and provide interventions as necessary. -Counseling Department will meet with EL Students and provide guidance on reclassification requirements and help students set goals for reclassification.	Classroom Materials and Supplies (4315): $10,000 Equipment Rental/Lease Expense (5605): Maintain three current mobile lab leases and establish use of second mobile lab ($22,000) Core Curricula & Materials (4100): $10,000	student support and the ability for the teachers to track and monitor student progress. -Provided highly qualified instructional personnel who implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. -Provided onsite professional development to support student achievement and college readiness. -LAAAE redesigned the literacy intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials, as a response to the increased newcomer population. -Provided math intervention to students performing below proficient through both in-school intervention coursework and after-school academic tutoring program. -Refined math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes. -Reviewed and evaluated ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/ improvement. -Identified and connected struggling learners to Supplemental Education Service (SES) or other providers. -Conducted internal baseline assessment in reading, writing and math. Tracked progress with benchmark assessments. -Teachers used the RtI process, as needed. -LAAAE provided math and literacy intervention programs to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials, as well as provided push in/pull out interventions for EL students during core classes. -In addition to the curriculum and new text books that are CCSS aligned, English Learners and students reading at or below grade level were assigned a reading course – which included interventions such as, Reading Plus – to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. -English Language Development Curriculum. Students identified as needing an ELD course were placed in either a middle school or high school ELD class. Various SDAIE strategies and differentiated instruction were incorporated throughout the student's other classes to facilitate access to core content. -Provided math intervention to students performing below proficient through in-school and after-school academic tutoring program. Students who scored below proficiency levels or are otherwise identified as having mathematical deficiencies were placed in a business mathematics course. -Refined math and ELA intervention program goals, service delivery models, and teaching and learning expectations and outcomes. -Reviewed and evaluated ELA and math intervention web-based programs and benchmarks. -Progress monitored exited EL students and provide interventions as necessary. -Counseling Department met with EL Students and provided guidance on reclassification requirements and helped students set goals for reclassification.	Tutors were supplied through SES, Title I Classroom Materials and Supplies (4315) $17,000. Equipment Rental/Lease Expense (5605): Maintain three current mobile lab leases and establish use of second mobile lab ($22,000) Core Curricula & Materials (4100): $20,000.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: _____	

ADVANCED LEARNERS -Provide needed remediation opportunities to develop students who may otherwise qualify to participate in AP coursework. -Provide college preparatory curricula in middle school to academically prepare students for AP coursework. -Provide intensive tutoring and study skills workshops for students enrolled in AP courses. -Provide professional development on strategies to increase focus on writing skills in the classroom across the curriculum. -Teachers will focus on writing skills in the classroom.	Materials and Supplies (4300): $1,500	ADVANCED LEARNERS -Provided needed remediation opportunities to develop students who may otherwise qualify to participate in AP coursework. -Provided college preparatory curricula in middle school to academically prepare students for AP coursework. -Provided intensive tutoring and study skills workshops for students enrolled in AP courses. -Provided professional development on strategies to increase focus on writing skills in the classroom across the curriculum. -Teachers focused on writing skills in the classroom. Students reported that additional AP course offerings (Studio Art, Spanish, Calculus, and Environmental Science), as well as computer science course for middle school were two areas of notable progress.	Materials and Supplies (4300): $415. Textbooks did not cost as much as anticipated.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

SCIENCE -Acquire additional laboratory equipment and supplies to increase hands-on activities for students. -Refine and further partnerships with community groups such as Amgen Biotech Experience to provide the temporary use of loaner science equipment for more complex laboratory activities. -Strengthen partnerships such as Aquarium of the Pacific, Sierra Club, and University of Southern California's Interaxon to increase both onsite and field science experiences for students.	Classroom Materials and Supplies (4300): $3,000	SCIENCE -Acquired additional laboratory equipment and supplies to increase hands-on activities for students. -Refined and further partnerships with community groups such as Amgen Biotech Experience to provide the temporary use of loaner science equipment for more complex laboratory activities. -Strengthened partnerships such as Aquarium of the Pacific, Sierra Club, and University of Southern California's Interaxon to increase both onsite and field science experiences for students.	Classroom Materials and Supplies (4300): $1,250

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

SOCIAL STUDIES -LAAAE has adopted new research-based curricular programs including TCi for Social Studies, which is aligned to the Common Core standards. Teachers also have ongoing access to new teaching resources via TCi's online component, which allows them to stay current with the latest educational research. - The Social Studies department will align curriculum to the most current state standards. Through the use of Illuminate, teachers collect, analyze, and use data to inform instruction in the classroom. Teachers have Data Binders that contain benchmark information on SBAC, CELDT and Reading Plus, and add their own Progress Monitoring data and/or work samples for Data Driven Decision Making.	Textbooks & Core Curricula (4100): See Above Training and Development (5210): $1,000	SOCIAL STUDIES -LAAAE subcribed to TCi for Social Studies, which is aligned to the Common Core standards. Teachers also have ongoing access to new teaching resources via TCi's online component, which allows them to stay current with the latest educational research. -The Social Studies department aligned curriculum to the most current state standards. Through the use of Illuminate, teachers collect, analyze, and use data to inform instruction in the classroom. Teachers have Data Binders that contain benchmark information on SBAC, CELDT and Reading Plus, and add their own Progress Monitoring data and/or work samples for Data Driven Decision Making.	Textbooks & Core Curricula (4100): See above reference. Training and Development (5210): See above reference.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

 X All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Next school year there will be the following assessments to track student proficiency levels: ● MAPS: Schoolwide, 3 times per year; performance goals are set as follows: Baseline 1 proficiency score; Benchmark 2/3 - school's proficiency rate will increase ● Reading Comprehension Program: Schoolwide, 3 times per year; Performance goal is set at 70% of students will increase by at least 1 grade level by the end of the year. ● SBAC: Interims 1 times per year (November); Performance goal is set at increased proficiency from last year's SBAC interims and to meet or exceed the similar schools comparison of student performance. ● CELDT: Once per year; Performance goal is set to maintain or increase rate from the previous year. ● Reclassification: Once per year; Performance Goal is set at reclassification rate equal or greater to the district.

	• <u>AP Passage Rate</u>: Increase the AP Passage Rate. (AP Exam Scores). • <u>SATs and ACTs</u>: 100% of juniors and seniors will take the SATs and ACTs. • *Results will be aggregated by subgroup.*

Original GOAL from prior year LCAP:	Goal 3: Continuing school culture and improvement, further refining programs such as Positive Behavior Intervention Support (PBIS) and Response to Instruction and Intervention (RtI2) programs, made possible through an increase in academic and social-emotional counselors and other support personnel.	Related State and/or Local Priorities: 1 X 2__ 3 X 4 X 5 X 6 X 7 X 8 X COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: Middle; High School
	Applicable Pupil Subgroups: Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth; Homeless Youth

Expected Annual Measurable Outcomes:	• Increase attendance rate. (Baseline ADA = 96.6%) • Decrease percentage of tardy marks (Baseline= 250/year) • Maintain at least 95% ADA rate. • Decrease average percentage of notification letters per student per semester. • Decrease the percentage of students receiving notification and decrease the # of students referred to SART. • Decrease percentage of afterschool detentions and decrease lunch detentions. • Decrease percentage of referrals for classroom behavior violations • Decrease / maintain percentage of low student suspension and expulsion rate. • Grade level retention rate percentage decrease. • Percentage of students on track to graduate will increase. • Decrease the percentage of Behavior Modification Intervention (BMI) incidences. • Percentage of students receiving truancy notification letters and referrals to SART will decrease. • Percentage of students referred to counseling services will increase. • Increase percentage of student successes on individualized action plans. • Growth in positive answers on the annual School Climate Survey. • Increase Team(LAAAE) points awarded by teachers. • Increase percentage of athletic teams and student participation in team sports. • Annual School Climate Survey will yield positive response regarding facilities.	Actual Annual Measurable Outcomes:	• LAAAE has maintained an ADA of 96%. • Decrease percentage of tardy marks (Baseline= 250/year). • Decreased average percentage of notification letters per student per semester. • Detentions decreased overtime, with Fall Semester yielding 607 detentions and Spring Semester yielding 334 as of May 2015. • Classroom behavior referrals also decreased from Semester 1 (376) to Semester 2 (211) • Maintained a low student suspension less than one-percent (1%) and expulsion rate (0). • 100% of 8th graders qualified for promotion to the 9th grade, 0% of 8th graders were retained. • Percentage of students on track to graduate increased from 2014/15 percentage on track. • Decreased the percentage of Behavior Modification Intervention (BMI) incidences from Semester 1 to Semester 2. • Overall growth in positive answers on the annual School Climate Survey. • Increased Team(LAAAE) points awarded by teachers. • Increased percentage of athletic teams and student participation in team sports. • Annual School Climate Survey did not yield positive response regarding facilities. The school is relocating through Proposition 39. It is expected for facilities to dramatically improve.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ATTENDANCE/SART -Develop and refine the Student Attendance Review Team (SART). Identify Student Attendance Review Team (SART) Members annually. -Implement Positive Behavior Intervention Services (PBIS) that address chronic absenteeism. -Utilize early intervention through actions such as daily phone notifications, weekly written notifications, RtI, and restorative justice practices. -Provide Professional development that addresses PBIS strategies and addresses attendance deficits. -Provide frequent phone notifications and weekly written notifications to parents regarding unexcused absences. -Provide SART with training. -SART will meet twice monthly to review student attendance and tardy reports and make recommendations for intervention and services. -Refer cases to SART after third notification. SART will identify resources for students and create action plans and utilize restorative justice practices in enforcement of attendance policy. - Strengthen enforcement of Credit/No Credit Policy. - Utilize RtI to address students with chronic absenteeism.	Certificated Salaries (1000): $200,000	ATTENDANCE/SART -Developed and refined RtI and assembled a team within RtI to pilot a Student Attendance Review Team (SART). Further refinement is needed. Refining of the data tracking system is a priority for 16/17. -Implemented Positive Behavior Intervention Services (PBIS) that addressed chronic absenteeism, through the use of RtI (including home visits) and TeamLAAAE, a PBIS system that awards points for attendance and other positive behaviors. -Utilized early intervention through actions such as daily phone notifications, weekly written notifications, RtI, and restorative justice practices. -Provided frequent phone notifications and weekly written notifications to parents regarding unexcused absences. -Provided SART with multiple opportunities for external training. -SART will meet twice monthly to review student attendance and tardy reports and make recommendations for intervention and services. -Refer cases to SART after third notification. SART will identify resources for students and create action plans and utilize restorative justice practices in enforcement of attendance policy.	Certificated Salaries (1000): Counseling Department as previously defined, and $75,000 for additional administrative support.

-SART Members will review student attendance reports on a frequent basis and identify resources such as counseling and other support services that address the root causes of chronic absenteeism. -After the first notice, SART will create individualized action plans. -Teachers will implement RtI.		-Strengthened enforcement of Credit/No Credit Policy. -Utilized RtI to address students with chronic absenteeism. -SART Members reviewed student attendance reports on a frequent basis and identify resources such as counseling and other support services that address the root causes of chronic absenteeism. -After the first notice, SART creates individualized action plans. -Teachers supported and used RtI, as needed.	

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

| _X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | | _X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | |

| English Learners and Socioeconomically Disadvantaged

LAAAE will form a New ELL students committee and give more support, through the development of a 'buddy program'. Under this program, every ELL student that enrolls in the school will be paired with a student with English Language proficiency to assist them with cultural, social, and academic assimilation. This will not only help the ELL students in the classroom, but will also make their transition from their native country to life in the United States easier by bridging social and cultural gaps that may inhibit their progress at school.

RTI – RESPONSE TO INTERVENTION
-Offer additional support through Response to Intervention (RtI) multi-tiered system of supports. Students who are struggling academically, or are exhibiting ongoing negative behavior can be referred to this program. RtI provides a framework upon which to structure high quality instruction for all students and a means by which to identify those in need of more intensive intervention. The process provides increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress to determine if further intervention or referral for special education services is needed.
-Ensure consistent schoolwide use of curriculum & instructional strategies (Tier 1 - Classroom management).
-Monitor consistent, early referrals
-Increase and refine services and partnerships
-RTI Team will meet every two weeks
-Track and monitor students in Tier 2 & 3 Services
-Use all resources applicable, including behavior logs, academic checks, in-house and external counseling, SES tutoring, math and English tutoring, parent meetings, home visits, SSTs, meet with parents.
-Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services. | Certificated Salaries (1000): See Above | English Learners and Socioeconomically Disadvantaged

LAAAE piloted with student government a New ELL students committee to give more support, through the development of a 'buddy program'. Under this program, ELL students that enroll and are interested in the program were paired with a student with English Language proficiency to assist them with cultural, social, and academic assimilation.

RTI – RESPONSE TO INTERVENTION
-Offered additional support through Response to Intervention (RtI) multi-tiered system of supports. Students who were struggling academically, or were exhibiting ongoing negative behavior were referred to RtI. RtI provided a framework upon which to structure high quality instruction for all students and a means by which to identify those in need of more intensive intervention. The process provided increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress to determine if further intervention or referral for special education services is needed.
-Ensured consistent schoolwide use of curriculum & instructional strategies (Tier 1 - Classroom management).
-Monitored consistent, early referrals
-Increased and refined services and partnerships
-RTI Team met every two weeks
-Tracked and monitored students in Tier 2 & 3 Services
-Used all resources applicable, including behavior logs, academic checks, in-house and external counseling, SES tutoring, math and English tutoring, parent meetings, home visits, SSTs, meet with parents.
-Provided and encouraged students to access support services such as mental health counseling, academic intervention services, and other support services. | Expenses included above. |

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

| _X_ All

OR:
__Low Income pupils __English Learners __Foster Youth
__Redesignated fluent English proficient
__Other Subgroups: _____ | | __All

OR:
__Low Income pupils _X_ English Learners __Foster Youth
_X_ Redesignated fluent English proficient
__Other Subgroups: _____ | |

RTI – RESPONSE TO INTERVENTION	Certificated Salaries (1000):See Above	RTI – RESPONSE TO INTERVENTION	Certificated Salaries (1000):See Above
-Offer additional support through Response to Intervention (RtI) multi-tiered system of supports. Students who are struggling academically, or are exhibiting ongoing negative behavior can be referred to this program. RtI provides a framework upon which to structure high quality instruction for all students and a means by which to identify those in need of more intensive intervention. The process provides increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress to determine if further intervention or referral for special education services is needed. -Ensure consistent schoolwide use of curriculum & instructional strategies (Tier 1 - Classroom management). -Monitor consistent, early referrals -Increase and refine services and partnerships -RTI Team will meet every two weeks -Track and monitor students in Tier 2 & 3 Services -Use all resources applicable, including behavior logs, academic checks, in-house and external counseling, SES tutoring, math and English tutoring, parent meetings, home visits, SSTs, meet with parents. -Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services.		-Offered additional support through Response to Intervention (RtI) multi-tiered system of supports. Students who struggled academically, or are exhibited ongoing negative behavior were referred to this program. The process provided increasingly intensive instruction matched to student needs (tiers 1, 2,3) and monitoring of student progress to determine if further intervention or referral for special education services is needed. RtI meetings were held bi-weekly. The purpose of the meetings was to ensure consistent schoolwide use of curriculum & instructional strategies (Tier 1 - Classroom management); monitor consistent, early referrals; increase and refine services and partnerships for support; RTI Team will meet every two weeks -All resources applicable, including behavior logs, academic checks, in-house and external counseling, SES tutoring, math and English tutoring, parent meetings, home visits, SSTs, meet with parents were used. -Provided and encouraged students to access support services such as mental health counseling through on-site partnership with Didi Hirsch, academic intervention services, and other support services.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

_X_ All	__ All
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OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____

PBIS PROGRAM	Certificated Salaries (1000): See Above Computer Program Expense (5605):TeamLAAAE $3500	PBIS PROGRAM	Certificated Salaries (1000): See Above Computer Program Expense (5605):TeamLAAAE $3500
-Team(You) – Refine delivery and operation -Develop student-driven incentives -Streamline student incentives to increase student participation -Work with students and teachers to develop and follow common expected behavior, including hallway behavior, patio, lunch room. -Restorative Justice practices used consistently schoolwide -Set clear schoolwide expectations – orientation, handbook. Hold spirit days -Implement positive schoolwide behaviors -Professional Development and Classroom skills and intervention -Increase usage of positive communication -Teacher recognition, team building activities -Review RtI, PBIS, and BMI services to implement best practices. -Implement PBIS, BMI with restorative justice practices, and RtI to address behavioral and academic challenges. -Expand character education curriculum and implement character development strategies, including a full-scale Positive Intervention and Support (PBIS) program with support from committee of faculty members. -Implement RtI2 to support students struggling in academics and behavior. -Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences. -Increase participation enrichment and leadership activities.		-Team(You): refined delivery and operation, developed student-driven incentives; streamlined student incentives to increase student participation; work with students and teachers to develop and follow common expected behavior, including hallway behavior, patio, lunch room. -Used Restorative Justice practices consistently schoolwide -Set clear schoolwide expectations – orientation, handbook. Held spirit days. -Held Professional Development on Classroom skills and PBIS Strategies -Increased usage of positive communication -Teacher recognition, team building activities -Reviewed RtI and PBIS program to implement best practices. -Implemented PBIS with restorative justice practices, and RtI to address behavioral and academic challenges. -Expanded character education curriculum and implement character development strategies, including a full-scale Positive Intervention and Support (PBIS) program with support from committee of faculty members. Additional support in PBIS was made possible through a grant in Partnership with YPI. -Implemented RtI2 to support students struggling in academics and behavior. -Incorporated restorative justice practices in the enforcement of school policies and assignment of consequences. -Increased participation enrichment and leadership activities.	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

X All		X All	
--		--	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
ATHLETICS PROGRAM -Set higher expectations – Raise the bar for minimum GPA requirements for participation (from 2.0 to 2.2) -Add athletics teams -Further develop facilities options -Develop and improve partnership with YPI athletics opportunities.	Non-Capitalized Student Equipment (4400): $10,000 Transportation (5505): $10,000 Space Rental Leases (5600): $3,000	ATHLETICS PROGRAM -Set higher expectations – Raised the bar for minimum GPA requirements for participation (from 2.0 to 2.2). 70% of student athletes received a 3.0 GPA or better. -Further developed facilities options through Proposition 39 co-location. -Developed and improved partnership with YPI athletics opportunities.	Non-Capitalized Student Equipment (4400): $10,000 Transportation (5505): $10,000 Space Rental Leases (5600): $3,000 Consulting Services (Referees): $5,000
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All		X All	
--		--	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
FACILITIES The facility will be maintained in good condition and maintenance will be completed routinely to maintain facility. Planned actions and services include: 1.Pursue facilities enhancement through basement expansion. 2.Hire additional janitorial staff 3.Host monthly campus beautification days.	Building Lease (9000): $500,000 Operations/Housekeeping (5500): $20,000 Facilities Improvements/Expansion: $250,000 Classified Support (2200): $45,000	FACILITIES The facility were a challenge and ultimately LAAAE will co-locate with Roybal Learning Center next school year, which should improve LAAAE's facility issues. Pursuit facilities enhancement through basement expansion is no longer an option. Hired additional janitorial staff. Hosted monthly campus beautification days.	Building Lease (9000): $536,691. Operations/Housekeeping (5500): $3,000. The decision to co-locate yielded a smaller investment in long-term facilities improvements. Facilities Improvements/Expansion: $0 Classified Support (2200): $45,000
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All		X All	
--		--	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Aside from a change in the location of the school, which will likely yield a more positive response to facilities questions in the School Climate Survey, there are not major changes envisioned for next school year in this goal. The systems and processes will be further refined, and continued progress is expected in the measurable outcomes. In an effort to streamline and systematize the school culture data reviewed next year, the set of data that will be evaluated next year will include: • School attendance rate (ADA) • Chronic Absenteeism Rate • Middle School Drop Out Rate • High School Drop Out Rate • High School Graduation Rate • Pupil Suspension Rate • Pupil Expulsion Rate • School Climate Survey Results • Tardy Data • Student Referral Data (Classroom Behavior) • Detention Rate • On-track to Graduate Rate • Other notable/relevant data		

Original GOAL from prior year LCAP:	Goal 4: Expanding opportunities and increasing intervention efforts to ensure a student body that is college and career ready, including struggling learners, as well as high academic achieving students.	Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5 X 6__ 7__ 8 X COE Only: 9__ 10__ Local: _____

Goal Applies to: — Schools: All
Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	• Increase middle school promotion and high school graduation rate. • Increase four year post-secondary education institution acceptance and attendance rate • Students will take a career interest inventory • Individual student growth in GPA, number of courses passed • Participation # of parents attending college information workshops • Participation # of volunteer opportunities or internships completed by students through LAAAE • Scholarship fund donations to LAAAE scholarship funds • Increase the number of approved courses on UC Doorways • Increase the UC/CSU acceptance rate • Increase student engagement in high school and college readiness, SAT testing, college application and financial aid process. • English learners will advance at least one performance level each academic year as measured by the CELDT/ELPAC • Increase exited English Learner success rate.	Actual Annual Measurable Outcomes:	• 100% of 8th grade students at LAAAE will promote to 9th grade next school year. Last year 2014-15, 5 middle school students did not promote to 9th grade. • The percentage of seniors who started the year at LAAAE and graduated, as compared to the 2014/15 school year remained the same - 74% of Seniors who started the school year with LAAAE graduated. • 100% of juniors and seniors took the career interest inventory. • 68% of LAAAE senior students were accepted to the UC/CSUs. In 2014/15, 13/30 students were accepted to a 4-year post secondary institution. • 56 parents graduated from Parent Institute for Quality Education (PIQE) a course desting to engage parents in college readiness, SAT testing, and the financial aid process. • There were 9 college workshops for students. • 100% of eligible seniors submitted applications college financial aid (FAFSA/Dream Act). • Reclassification rate increased by 1.3%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ACADEMICS -Reinforce academics: progress nights, Awards and Recognitions -Credit Recovery – offer summer school (MS)(HS) -Ensure that UC/CSU courses are on UC Doorways. Submit additional courses for UC approval. Increase the UC/CSU acceptance rate. -Devise a master schedule to provide pathways for students to success in honors and advanced courses. -Consult with students early and often regarding A-G requirements and develop individual plans for college readiness. -Require students to take A-G courses to graduate. -Provide pathways for students to develop ability to succeed in honors and advanced courses. -Provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. -Provide access to credit recovery, and other academic support resources for struggling students. -Work closely and collaboratively with afterschool partner, Youth Policy Institute, to coordinate tutoring services for struggling learners. -Conduct meetings for high achieving students, as well as failing students, to meet with the Board.	Certificated Salaries (1000): $150,000	ACADEMICS -Reinforced academics: progress nights, Awards and Recognitions -Credit Recovery – offered summer school (MS)(HS) -Ensured that UC/CSU courses are on UC Doorways. Submitted additional courses for UC approval. Increased the UC/CSU acceptance rate. -Devised a master schedule to provide pathways for students to success in honors and advanced courses. -Consulted with students early and often regarding A-G requirements and develop individual plans for college readiness. -Required students to take A-G courses to graduate. -Provided pathways for students to develop ability to succeed in honors and advanced courses. -Provided academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. -Provided access to credit recovery, and other academic support resources for struggling students. -Worked closely and collaboratively with after-school partner, Youth Policy Institute, to coordinate tutoring services for struggling learners. -Conducted meetings for high achieving students, as well as failing students, to meet with the Board.	Certificated Salaries (1000): $150,000 (approx.)
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All --- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups: _____	

English Learners and Socioeconomically Disadvantaged -EL students are given an orientation, assigned a school liaison from leadership team. -Design master schedule to support EL students, including ELD and intervention courses.	Certificated Salaries (1000): See above.	English Learners and Socioeconomically Disadvantaged -EL students were given an orientation, assigned a school liaison from student government leadership team. -Designed master schedule to support EL students, including ELD and intervention courses. -Hired additional paraprofessionals to support and provide EL students with push in/pull out services.	Certificated Salaries (1000): 35,000
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: _X_Low Income pupils __English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
PERSONAL SOCIAL -Partner with community organizations to increase after-school enrichment and engagement opportunities. -Develop additional health and mental health partnerships. -Conduct individual and group counseling.	Certificated Salaries (1000): See above.	PERSONAL SOCIAL -Partnered with YPI to increase after-school enrichment and engagement opportunities. -Developed additional health and mental health partnerships through YPI - full-time social worker on campus, continuing services with Didi Hirsch. -Conducted individual and group counseling.	Certificated salaries and benefits as noted above.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
_X_All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: _____	
COLLEGE AND CAREER -Incorporate guided lessons in advisory twice a month on topics that promote a college -Host Schoolwide College Fair in the Fall Semester -Develop a College Tour for Juniors and Senior (Fall); Freshman and Sophomores (Spring) -Host frequent workshops re: college application process, financial aid, including Parent Education Workshop regarding college and financial aid.	Transportation/Travel (5200/5505): $10,000 College Tour Educational Consultants (5810): $2,500 Naviance Operation Supplies (5500): $1000 College Fair Educational Consultants (5500): $5,000 PIQE	COLLEGE AND CAREER -Incorporated guided lessons in advisory twice a month on topics that promoted college readiness. -Hosted Schoolwide College Fair in the Fall Semester. -Developed scaled down version of college tour - visiting individual campuses throughout the year. -Hosted frequent workshops re: college application process, financial aid, including Parent Education Workshop regarding college and financial aid.	Educational Consultants (5810): $2,500 Naviance Operation Supplies (5500): $1,000 College Fair Educational Consultants (5500): $5,600 PIQE *A formal College Tour did not occur this year, although students did have the opportunity to visit local campuses. A tour is planned for the 16/17 school year.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		__All -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There is a high need for increased college and career readiness to be infused throughout the earlier grades as a method to encourage student achievement. Additional resources are envisioned to be dedicated to college and career readiness to support the counseling department in delivering services that promote a college going culture. Many resources are in place, a refinement of their use will occur to maximize the impact.		

Original GOAL from prior year LCAP:	Goal 5: Increasing parent and community engagement through communication with and additional training for parents.	Related State and/or Local Priorities: 1__ 2__ 3 X 4 X 5 X 6 X 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: Middle: High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	• Increase the parent participation rate on campus at events • Increase the number of on campus volunteer hours. • Hold a minimum of 5 parent events per year. • Increase timely communication with parents through calls, texts, and newsletters	Actual Annual Measurable Outcomes:	This year parent participation increased on campus. This was due to several factors. LAAAE employs a full-time Parent Coordinator. This person has been a dedicate support to the school for more than eight years and knows the students and families. The coordinator received the help of a team through a partnership with YPI, wherein LAAAE qualified for Federal grant funded additional staff which include full-time social worker, community school coordinator, and a parent advocate. The work of the Parent Coordinator, Community School Coordinator, and Parent Advocate, in particular focused on engagement of students and parents and a number of on-campus activities increased tremendously. The events included 4 Campus Beautification events, monthly Parent Teacher Organization (PTO) meetings, Open House, Parent Nights, Supplementary Education Services (SES) Information Night, English Language Advisory Committee (ELAC) meetings, Coffee with the Principal, and other Stakeholder Meeting events, and the newly added events of Loteria Night, Zumba Class, Health and Wellness Class. Another notable opportunity for parent involvement included Parent Institute for Quality Education (PIQE) where 56 parents participated in a multi-session workshops focused on student academics and parenting strategies to support student learning and parent empowerment. Parents logged 440 incidences of parent volunteer activities with representation from parents across all grades of over 775 hours of support to the school, in addition to attendance at all of the meetings and special events listed above. Communication increased through the monthly parent newsletter, which parents indicated that they liked and read to stay informed.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ON CAMPUS PARTICIPATION -Increase attendance at award ceremonies and other on campus events. -Parents will be timely informed about school events and student progress through calls, texts, and newsletters. -Parents will be provided frequent opportunities to participate in the LAAAE community, at events such as, coffee with the principal, Parent Teacher Organization (PTO) meetings (monthly), Campus Beautification Day (monthly), and retreats(Fall, Spring), to encourage parent engagement. -Operate a Parent Center with support from bilingual staff, coordinate with YPI Advocate and Full Service Coordinator to bring resources to families. -Provide access to computers for parents to check the student information system, thus increasing parent ability to track academic progress. -LAAAE will partner with organizations like the Parent Institute for Quality Education (PIQE), to further support parent education efforts, and hold parent trainings and workshops on topics such as; computer literacy, building at home study space/time, positive behavior support, college readiness support. -PTO meetings, bring in at least two outside social advocacy groups per semester, set goal of 15 parents, 2 admin, and 5 teachers in attendance per meeting. Share academic data and departmental highlights at each meeting. -Provide a Parent Activities Calendar with parent education opportunities, establishing and strengthening partnerships with law enforcement and family support and engagement agencies and organizations.	Materials and Supplies Expenditures -Equipment Purchase 2 Desktops for Parent Center PowerSchool ($1,500) Operating Expenditures License to use PowerSchool ($3,689)	ON CAMPUS PARTICIPATION -Increased attendance at award ceremonies and other on campus events. -Parents were timely informed about school events and student progress through calls, texts, and newsletters. -Parents were provided frequent opportunities to participate in the LAAAE community, at events such as, coffee with the principal, Parent Teacher Organization (PTO) meetings (monthly), Campus Beautification Day (monthly), and retreats(Fall, Spring), to encourage parent engagement. -Parent Coordinator operated a Parent Center with support from bilingual staff, coordinated with YPI Parent Advocate and Full Service Coordinator to bring resources to families. -Provide access to computers for parents to check the student information system, thus increasing parent ability to track academic progress. -LAAAE partnered with organizations like the Parent Institute for Quality Education (PIQE), to further support parent education efforts, and had 56 parent graduates; additional parent training and workshops on topics such as; computer literacy, building at home study space/time, positive behavior support, college readiness support. -PTO meetings, largely met goal of 15 parents, 2 admin, and 5 teachers in attendance per meeting. Shared academic data and departmental highlights at each meeting, discussed schoolwide policies and developments. -Provided a monthly Newsletter and Parent Activities Calendar with parent education opportunities, establishing and strengthening partnerships with law enforcement and family support and engagement agencies and organizations.	Materials and Supplies Expenditures -Equipment Purchase 2 Desktops for Parent Center PowerSchool - $0 - laptops acquired through proposition 39 allowed for savings; school MacLab was used instead. Operating Expenditures License to use PowerSchool ($3,689) Contract with PIQE ($5,600) - resulted in 56 parent graduates.

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
English Learners and Socioeconomically Disadvantaged English Language Learner Advisory Committee Meet at a minimum 4 times per year to track ELAC goals and further refine the ELD program and develop resources for ELL students.		English Language Learner Advisory Committee Met formally 2 times this year. Recruitment of parents to serve on ELAC has been a challenge. Establishing a quorum at meetings without a large parent base is difficult. The Parent Coordinator and Advocate are planning to increase efforts to recruit more EL parents to ELAC. Next year, the school is launching a ReadingSTARS program aimed at literacy intervention that will largely support and the progress of EL students. Regular meetings will be held and increased communication to the parents on student progress will likely improve attendance at the ELAC meetings.	Parent Coordinator: $35,000
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal's objectives is to continue to increase the depth of parent involvement and engagement. There are not may anticipated changes. Parents LCAP surveys indicated that the parents really enjoy the informative workshops so more of those workshops will be developed for next year. Additional social nights for parents will also occur.		

Original GOAL from prior year LCAP:	Goal 6: Expanding extended arts and business learning opportunities before- and after-school including onsite internships, and a LAAAE led summer school program.	Related State and/or Local Priorities: 1 X 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE Only: 9__ 10__ Local: _____

Goal Applies to:	Schools: Middle, High School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	• Graduation data, student surveys, report cards, progress reports • # of arts-based collaborations between LAAAE and community groups will increase • # of hours of professional development dedicated to arts integration will increase • # of arts, theater, and dance performances will increase • # of publications will increase • # of cultural field trips will increase	Actual Annual Measurable Outcomes:	Student surveys indicate that the students are interested in increasing the depth and breadth of arts courses offered (particularly music and dance) at L A A A E. The surveys also indicate that the opportunity to take the arts courses helps the students stay motivated in their other classes. Two teachers attended an off-site arts integration program and presented instructional strategies to their peers at schoolwide professional development. The music department had two concerts this year: the winter and spring concert. These included performances by both orchestras, guitar and choir classes. The VAPA Department also had two yearly showcases during the same time, including an art show, piano recital, and dance showcase. The dance class also performed during the family fiesta. There was also a culminating theater production that the students worked on throughout the year, "Alicia in Otherlands."

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ARTS PROGRAM -Offer varied arts and enterprise focused courses, as well as include arts and business integration in the core curriculum. -Provide faculty with arts integration professional development -Offer increased opportunity for field trips to local cultural institutions, such as music, theater, and art. -Further refine and develop the Theater and Dance program goals and opportunities for students to demonstrate what they have learned.	Training and Development (5210): $3,000 Student Transportation (5505): Field Trips $5,000 Materials and Supplies (4300): Props/Costumes $1000 Space or Lease (5600): (Theater Space for Theater Production): $2,500	ARTS PROGRAM -Offered varied arts focused courses, as well as include arts and business integration in the core curriculum. AP Studio Art class was challenged by the loss of the AP teacher mid-year. -Provided 2 faculty with arts integration professional development off-site. Faculty presented their peers. -Offered increased opportunity for field trips to local cultural institutions, such as music, theater, and art - through film. Transportation was an obstacle for field trips; the school is looking into acquiring its own buses and vans for next year, which should increase access to field-trips. -Further refined and developed the Theater and Dance program goals and opportunities.	Training and Development (5210): $3,000 Student Transportation (Field Trips)(5505): $2,000 Materials and Supplies (Props/Costumes) (4300): $1,500 Space or Lease (Theater Space for Theater Production) (5600): $0 (Donated Space)

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____		X All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	
BUSINESS PROGRAM -LAAAE will implement a multifaceted business program through expansion of business courses available to high school students, through the implementation of business and financial literacy component to the middle school students' exploratory wheel, and through enriched curriculum instruction and experiential learning opportunities. -Further develop NFTE partnership to apply cutting-edge instructional strategies in entrepreneurship curriculum. The high school course work will thus be enriched through the use of NFTE's experiential entrepreneurship curriculum and will culminate in a business plan competition that provides each student with a $25 business plan budget for a chance to participate in peer competitions for seed capital through a series of business plan competitions. -Work in partnership with community partners such as, Operation Hope, to provide an early introduction to financial literacy concepts. Additionally, provide parent education courses in personal finance through this partnership. -Expanded experiential business opportunities with Concordia University. Seek opportunity for students to receive scholarships to participate the Teen Entrepreneur Academy	Professional Consulting Services Contract for services with National Partnership for Teaching Entrepreneurship (NFTE) — $6,000	BUSINESS PROGRAM -LAAAE implemented a multifaceted business program through expansion of business courses available to high school students, through the implementation of business concepts component to the middle school students' exploratory wheel, and through enriched curriculum instruction and experiential learning opportunities. The exploratory wheel focused on marketing - not financial literacy. A potential opportunity arose this year to work with an outside partner on a marketing project, and the focus of the wheel changed accordingly. Experiential learning opportunities this year included Summer Start Up (subject to application approval); NFTE; Vine competition on Instagram; the Coca Cola Innovation Challenge through XPrize (with 5 themes). -Further developed NFTE partnership to apply cutting-edge instructional strategies in entrepreneurship curriculum. The high school course work was thus be enriched through the use of NFTE's experiential entrepreneurship curriculum and culminated in a business plan competition for a chance to participate in peer competitions for seed capital through a series of business plan competitions. Next school year, the school is exploring a high school	Professional Consulting Services Contract for services with National Partnership for Teaching Entrepreneurship (NFTE): Not applicable this year.

(TEA), where students participate in a week-long on campus summer camp that focusing on the basic principles of business and entrepreneurship, real-world business training that helps teen-agers become leaders with ethics and integrity. Student teams write business plans and learn best business practices and strategies for starting a business -The LAAAE Business Club will have opportunity to participate in onsite internship opportunities, and additionally, will practice inventory and marketing skills through the operation of the student store. -Finally, LAAAE's newly established Positive Behavior Intervention and Support Program (PBIS), uses an entrepreneur enterprise model to teach students the skills of financial literacy.		elective course and will dedicate funding for prototypes. Separately, students received a grant of $25 to participate in a city-wide wholesale activity. -Due to the change in the exploratory wheel the work Operation Hope was put on hold. However, we intend to re-explore that partnership to provide an early introduction to financial literacy concepts. Additionally, we will seek to provide parent education courses in personal finance through this partnership. -The school continues to offer expanded experiential business opportunities with Concordia University. The school is seeking opportunities for students to receive scholarships to participate the Teen Entrepreneur Academy (TEA), where students participate in a week-long on campus summer camp that focusing on the basic principles of business and entrepreneurship, real-world business training that helps teenagers become leaders with ethics and integrity. Student teams write business plans and learn best business practices and strategies for starting a business. Also, students that did not progress to national competitions through NFTE, but were selected by judges to progress with their businesses, will participate in Summer Start Up for seed money for the business. -Staffing for the LAAAE Business Club was not available, as teacher priorities were reset for this academic school year. In the future, the goal is to focus more on the competition aspect of the program. Additional after-school partnerships with YPI to re-establish the business club program will be explored. -Finally, LAAAE's newly established Positive Behavior Intervention and Support Program (PBIS) needed further refinement before progressing to the use of the entrepreneur enterprise model to teach students the skills of financial literacy. The school is exploring options for a student-led Team(LAAAE) store.	

Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide

_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____	_X_ All -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There is a strong interest among the faculty in offering a master schedule that supports additional advanced coursework in the arts, particularly in music and dance. This year, AP Studio Art was offered. The teachers report that to further grow VAPA, the ability to schedule students according to performance level needs to be further developed. In response to this observation, greater efforts to cluster students with similar skill sets will occur in the development of the master schedule. The school has been developing, "Alicia in Otherlands," a theater production, which was shown in June of 2016. The opportunity to attend cultural field trips were limited, and this is an area of growth that the school expects to expand for the 2016-17 school year. The acquisition of vans and buses next year, along with the move in proximity to cultural institutions, will help. LAAAE continues to seek arts-based collaborations with community organizations to further meet this goal.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$1,245,695

Los Angeles Academy of Arts and Enterprise (LAAAE) has a 99% unduplicated pupil count, where 99% of the student body qualifies for free and reduced lunch and over 35% of the student body is an English Language Learner. Recognizing the number of subgroup students, LAAAE designs an education program that is adaptive to the needs of our students. Supports such as intervention courses in reading and math, an ELD program, and a comprehensive student services department all support the the needs of low income students and English Language Learners. Supplemental and concentration funds are designated herein to further promote and support the academic and social and emotional intervention programs, and reduced class sizes. A significant portion of this funding will be allocated to personnel, including intervention teachers, two certificated counselors, a Director of Culture and Athletics, and the Student Services Facilitator, and lower class sizes.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

14.58	%

Justification for use of supplemental and concentration funds is based on LAAAE's percentage of unduplicated students (± 99%). Nearly all of the students (±98%) at Los Angeles Academy of Arts and Enterprise qualify to be counted as unduplicated pupils under 5 CCR15496(a)(7). The result is that less than 5% are not counted as an unduplicated pupil. Therefore, the goals set forth within this LCAP have fully incorporated strategies and practices that are designed to meet the unique needs of each of the subgroups. LAAAE has determined that it is in the best interest of the students to designate increases and improvements defined within the LCAP for the purpose of serving the needs of our unduplicated pupil population. The proportionality percentage will be met by providing additional personnel and targeted supports for unduplicated pupils. These supports include the addition of certificated personnel (an increase from 3 last year) – Curriculum Coach, an additional Counselor, a Student Services support personnel, and a Director of Counseling and Guidance. The Instructional Leadership Team will increase teacher support and professional development, providing daily curriculum coaching, training, and support for teachers and increasing faculty knowledge of instructional strategies to employ for socially economically disadvantaged students and English learners. LAAAE faculty will participate in relevant training. LAAAE will refine student services intervention programs, including the Positive Behavior Intervention and Support (PBIS) Program, Response to Intervention (RtI), and the Behavior Modification Intervention (BMI) program. The Student Services department will connect students to increased academic and mental health support services to increase student success. LAAAE will invest in additional academic intervention services and programs including new intervention resources, text books aligned to the CCSS. Students will have access to an expanded athletic program with the addition of new sports teams. There will be increases in parent engagement programming. Finally, additional afterschool programs will provide students with increased access to college and career readiness, academic intervention led by certificated faculty, and increased access to experiential learning opportunities in the Visual and Performing Arts (VAPA) and Enterprise oriented programs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	Year 1	Year 2	Year 3
All Budget Categories	$2,538,858	$2,538,858	$2,538,858
1000-1999 Certificated Salaries	1,308,758	1,308,758	1,308,758
2000-2999 Classified Salaries	210,674	210,674	210,674
3000-3999 Employee Benefits	279,999	279,999	279,999
4000-4999 Books and Supplies	115,100	115,100	115,100
5000-5999 Services and Other Operating Expenses	624,327	624,327	624,327

Expenditures by Funding Source			
Funding Source	Year 1	Year 2	Year 3
All Funding Sources	$2,538,858	$2,538,858	$2,538,858
LCFF Base	1,260,752	1,260,752	1,260,752
LCFF S & C	1,248,106	1,248,106	1,248,106
Other Federal Funds	30,000	30,000	30,000

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	Year 1	Year 2	Year 3
All Budget Categories	All Funding Sources	$2,538,858	$2,538,858	$2,538,858
1000-1999 Certificated Salaries	LCFF Base	620,500	620,500	620,500
1000-1999 Certificated Salaries	LCFF S & C	658,258	658,258	658,258
1000-1999 Certificated Salaries	Other Federal Funds	30,000	30,000	30,000
2000-2999 Classified Salaries	LCFF S & C	210,674	210,674	210,674
3000-3999 Employee Benefits	LCFF Base	220,325	220,325	220,325
3000-3999 Employee Benefits	LCFF S & C	59,674	59,674	59,674
4000-4999 Books and Supplies	LCFF Base	68,100	68,100	68,100
4000-4999 Books and Supplies	LCFF S & C	47,000	47,000	47,000
5000-5999 Services and Other Operating Expenses	LCFF Base	351,827	351,827	351,827
5000-5999 Services and Other Operating Expenses	LCFF S & C	272,500	272,500	272,500

Expenditures by Goal and Funding Source			
Funding Source	Year 1	Year 2	Year 3

Goal 1 - PROVIDE SUPPORT AND TRAINING FOR TEACHERS

LAAAE will focus on supporting teachers through coaching and mentoring from Instructional Leadership Team (ILT), as well as with evaluations, corresponding individual supports, and professional development on data-driven instruction to increase to increase teacher and student outcomes.

All Funding Sources	1,424,757	1,424,757	1,424,757
LCFF Base	840,825	840,825	840,825
LCFF S & C	583,932	583,932	583,932

Goal 2 - INCREASE ACADEMIC GROWTH AND STUDENT PROFICIENCY

Increase proficiency in core subjects and expand targeted support services for English Language Learners, socio-economically disadvantaged students, homeless and foster youth students, and students with individualized education plans (IEPs).

All Funding Sources	209,600	209,600	209,600
LCFF Base	59,600	59,600	59,600
LCFF S & C	150,000	150,000	150,000

Goal 3 - ENCOURAGE A POSITIVE SCHOOL CLIMATE AND CULTURE

Continuing to improve school culture, LAAAE will further refine programs such as Positive Behavior Intervention Support (PBIS) and Response to Instruction and Intervention (RtI2), and promote student engagement through counseling support services and extra-curricular school activities.

All Funding Sources	771,501	771,501	771,501
LCFF Base	340,327	340,327	340,327
LCFF S & C	401,174	401,174	401,174
Other Federal Funds	30,000	30,000	30,000

Goal 4 - PREPARE STUDENTS TO BE COLLEGE AND CAREER READY

Expanding college and career exploration opportunities and increasing intervention efforts to ensure a student body that is college and career ready, including struggling learners, as well as high academic achieving students.

All Funding Sources	105,000	105,000	105,000
LCFF S & C	105,000	105,000	105,000

Goal 5 - INCREASE PARENT AND COMMUNITY ENGAGEMENT - Increasing parent and community engagement through communication with and additional training for parents.

All Funding Sources	8,000	8,000	8,000
LCFF S & C	8,000	8,000	8,000

Goal 6 - ENSURE ACCESS TO AN ARTS AND BUSINESS EDUCATION

LAAAE will focus on supporting the Business and VAPA programs with targeted professional development supports, expanding community partnerships, and expanding resources within the program to increase participation.

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All Funding Sources	20,000	20,000	20,000
LCFF Base	20,000	20,000	20,000