

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2021-22]

### General Information

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

Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent public charter school serving approximately 275 students in grades six through twelve. The Charter School first opened in 2005, and was located in the Los Angeles neighborhood of MacArthur Park. In 2016, LAAAE moved to a co-located facility in Downtown Los Angeles, approximately a mile from its original location. 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. LAAAE is developing a generation of students who are 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.

**Academics:** 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.

**The Arts:** LAAAE provides comprehensive courses in the visual and performing arts.

**Enterprise:** LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.

**Personal Growth:** 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.

Los Angeles Academy of Arts and Enterprise has been dramatically changed by the COVID-19 pandemic. Prompted by a rapid closure in the spring of the 2019-2020 school year, the school moved quickly into a distance learning model. Over the summer and continuing into the 2020-2021 school year, the school has continued to develop and implement improvements in distance learning and created a model through which the school is able to have students return to physical classrooms in accordance with health and safety guidelines.

## Reflections: Successes

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

Teachers and staff review student data during designated staff meetings and in departments. During this time, grade level data is broken down to assess various areas for improvement. Data sources include MTSS data tracking attendance, academics, behavior, and social-emotional wellbeing. Additionally, students review ELA and mathematics data from internal benchmarks conducted three times a year through the iReady program. Teachers review this data and are responsible for integrating lessons and teaching strategies to support remediation and growth for all students in these core areas. iReady also produces individual students with target and stretch goals in both ELA and mathematics which are designed to challenge a student to meet or exceed grade level depending on current levels. Teachers review these plans so they are aware of how to best support students. Special education services are provided for students with special needs. Special education services include a Special Day Class and special education paraprofessionals who provide push-in and pull-out support for students.

### English Learner Reclassification Rate:

Additionally, English Learners saw progress in reclassification, with LAAAE's reclassification rate. LAAAE will continue to develop the instructional program to meet the needs of all students, continuing to focus on Explicit Direct Instruction, Teach Like a Champion strategies, Thinking Maps, and the implementation of the College Ready Framework for Effective Teaching to meet student needs. To further support LAAAE's English Learners, LAAAE has increased push-in support and refined its system for tracking and monitoring the students to better address student needs.

### Graduation Rate:

While LAAAE's graduation rate has room for improvement, it is important to note that LAAAE has more stringent graduation requirements than most of the schools that LAAAE is compared to within the dashboard, resulting in an incomplete reading of LAAAE's graduation rate. That is, to graduate from LAAAE students must complete the A-G sequence with a grade of C or better. These high expectations are yielding results, creating a culture of persistence and college readiness with many LAAAE graduates accepted to a four-year college. While there is progress to be made on the four-year cohort graduation rate, LAAAE is proud that the most recent publicly available graduation data shows that despite LAAAE having a high percentage of English Learners and socioeconomically disadvantaged students, LAAAE students are performing in accordance with their peers who graduate and complete the A-G sequence at similar local schools, district-wide and statewide.

This success was achieved through a multi-tiered system of supports, including the implementation of Positive Behavior Intervention and Support (PBIS), research based teaching strategies such as Teach Like a Champion (TLAC), a robust student services team to support social-emotional development, and increased opportunities for engagement in the arts and enterprise.

Los Angeles Academy of Arts and Enterprise is a span school serving grades 6 through 12, wherein a majority of the incoming students (in 6th grade) are reading multiple levels below grade level. Although assessment data indicates students who continue enrollment through 11th grade yield an upward trajectory toward English and Math proficiency, students in the earlier grades require a high level of intervention and take several years to reach grade level proficiency. The LCFF Evaluation Rubrics indicate there is more work to be done on improving educational outcomes in ELA and Mathematics, particularly for the middle school students. In fact, a close examination of the SBAC data confirms that LAAAE's 11th graders often outperform district peers, despite their low performance in their early years at LAAAE.

#### Student Achievement in Mathematics:

LAAAE utilizes College Preparatory Mathematics (CPM) curriculum. Preliminary results indicate improvement. More strategic intervention and data driven instruction was implemented to improve student outcomes in mathematics, as SBAC performance in mathematics continues to be an area of improvement for Los Angeles Academy of Arts and Enterprise. LAAAE has developed a plan to address this area of need, which includes improving the math intervention program, increasing the frequency of students engaging in math intervention, and providing a more integrated curriculum and intervention system.

#### Writing:

Writing was an identified area for improvement (for all grade levels). There is a mandate for all teachers to include C-E-C writing questions in their midterm and finals, and to prepare students by including targeted skills based on SBAC content and practice tests. Teachers report an increase of comfort felt by students. The building of evidenced-based claims is an identified SBAC "assessment target" as this skill is assessed at all grade levels.

#### English Language Development:

An English Language Development program is provided for English learners. This program includes designated English language development during regularly scheduled classes which are taught by the ELD Coordinator. This protected time is specifically for students to focus on developing English proficiency in a protected environment. Additionally, integrated English language development is provided for all English learners. Teachers in all content areas implement these strategies, such as Specially Designed Academic Instruction in English (SDAIE) to support English learners in developing English proficiency and facilitating comprehension of regular class content.

#### Academic Support:

Additionally, all students who are struggling academically are placed in our tutoring program. In this program, students are assigned to a tutor or academic coach who provides a variety of services including push-in support, tutoring outside of class, goal planning, follow-up, and communication with parents and guardians. Tutors and academic coaches meet regularly to brainstorm best practices and track student academic progress.

## Reflections: Identified Need

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

LAAAE has identified a need to improve ELA and Mathematics results on CAASPP tests. Internal benchmarks are administered three times per year in ELA and mathematics using iReady. Differentiated curriculum is then created and administered to help bring struggling students to grade level. Schoolwide, teachers track and analyze data from these benchmarks to develop a working understanding of the gaps in skills or knowledge for each individual student and integrate appropriate content and support into their classes to provide remediation. CAASPP assessment data is reviewed by stakeholders and used to modify instruction and improve student achievement as needed. While CAASPP assessments were not administered in the 19-20 school year due to COVID-19, scores from prior years indicate a need for additional targeted support, particularly in mathematics, and to address equity gaps for English learners. Results from the LCFF Evaluation Rubrics indicate that student academic gains in English and Math are needed. Because socioeconomically disadvantaged students and English Learner students often must overcome substantial challenges, LAAAE will continue to provide wrap-around services such as after-school programming, counseling, community-based supports, professional development in trauma-informed teaching, and culturally relevant pedagogy for our staff. LAAAE has also focused its educational program on Social Emotional Learning (SEL), while maintaining Thinking Maps, Explicit Direct Instruction, Teach Like a Champion, and The College Ready Teaching Framework as mechanisms to support all learners.

LAAAE also needs to improve its culture around assessment. This includes providing students with results of assessments and providing time for reflection, as well as giving teachers time and training to understand the data they are collecting. Specifically, English and Math departments have been provided time to delve into the i-Ready data to see how to best group their students for instruction in support and core classes. Because our English Learners generally struggle to learn content and academic language, the school will focus on more strategically utilizing the primary language supports in our ELA, Math, and intervention curricula and in training teachers in the use of Study Team discussion strategies to help students become accustomed to using academic language, despite language barriers.

## LCAP Highlights

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

The goals of the LCAP are focused on improving student opportunities and outcomes, improving the inclusivity of the school culture, and providing support and accountability for teachers. Within these goals, the MTSS system is an important component of tracking data and differentiating follow up for students based on their specific needs. Additionally, improving parent participation at school meetings and family events will help the school build a collaborative environment in which all stakeholder concerns are addressed. Further highlights include the use of internal benchmarking and differentiated curriculum, building robust student services to support students' social-emotional growth, and promoting research based professional development for teachers.

# Comprehensive Support and Improvement

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

## Schools Identified

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

## Support for Identified Schools

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

## Monitoring and Evaluating Effectiveness

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

# Stakeholder Engagement

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

A variety of efforts are made to continuously engage stakeholders and solicit their feedback. Monthly family nights are hosted to provide parents and guardians with the opportunity to engage with school staff. At each family night, ongoing updates are provided by school staff, stakeholders are surveyed, and an open forum provides an avenue through which questions and concerns can be discussed. Coffee with the Principal meetings are also hosted monthly to allow a more casual format for receiving feedback from parents and guardians. Parent and guardian meetings are conducted in both English and Spanish.

Parents and guardians are also kept up to date with the digital notification system called Blackboard. Through this system, notifications are sent to families and staff via voice, text, and email to ensure the highest possible participation. Messages are sent in both English and Spanish. Additionally, Blackboard is used to ask questions to which users respond with written feedback. Blackboard is also used, along with posting announcements and updates on the school website and social media, to notify members of the public community about the opportunity to submit written comments on school policies and expenditures.

Additionally, stakeholders are continuously engaged through individual outreach. Outreach staff team members are bilingual in both English and Spanish and can communicate with parents and guardians in their preferred language. Outreach staff actively reach out to students and families who have demonstrated limited engagement through attendance logs and academic grade checks. Students who do not demonstrate daily engagement receive a call home from outreach staff to discuss any potential issues with accessing their lessons for the day and provide appropriate support.

Stakeholders are encouraged to attend school board meetings and share their feedback with the board of directors. The board of directors actively seeks parent, guardian, student, and staff input at board meetings. In addition, Principal updates provide the board with an overview of stakeholder feedback. Often Associated Student Body students present school updates to the board of directors as well. Feedback from staff is gathered at weekly staff meetings and through instructional leadership teachers. Student feedback is gathered through the Associated Student Body, Advisory classes, and biannual school retreats.

A summary of the feedback provided by specific stakeholder groups.

Parent and guardian stakeholders have reported an appreciation for the school's academic plan and organizational structure for engaging students. In survey questions, a majority of parents indicated that their children were engaged and doing well and that outreach and communication with the school were keeping them well informed in the areas of continuity of learning, mental health and social emotional support being offered, pupil and family engagement mechanisms, and school nutrition offerings. Through individual outreach, our staff has identified numerous instances of students or parents having technological issues getting logged in to various platforms.

Teachers and faculty provide feedback and collaborate on best practices for engaging students and parents in the current environment at weekly staff meetings. These have included the most beneficial digital platforms for engaging students, such as Edpuzzle and Quizlet as well

as teaching strategies like cold calling students in Zoom classes. Through their collaborative efforts, teachers implement consistent digital platforms and hybrid learning teaching strategies to facilitate student learning.

Public meetings and hearings are hosted on Zoom. Parents or guardians, students, staff, and other stakeholders may join via internet or phone connection. Information on how to join is publicly posted on the school website, shared via social media, and sent out through Blackboard. Technological support is available for stakeholders who require help getting connected to meetings.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Student feedback has provided useful information about technology or connectivity issues. Our outreach staff troubleshoot individual issues in real time to help students, but also log outreach so that data can be aggregated to find trends. This has allowed us to actively identify and provide Chromebooks and Wifi hotspots to students who need them. Additionally, student feedback issues with accessing digital platforms has been crucial. Every morning, students complete a “Daily Check-In” Google form in which they select an emoji to indicate how they are feeling and have the option to request help getting started for the day. Outreach staff monitor this form in real time to provide support for students who request help and reach out to those who have not completed the form. Aggregate data and long term trends are then reviewed by the Student Services team to identify those who may need more intensive support.

# Goals and Actions

## Goal

Goal #	Description
1	Increased Student Academic Opportunities and Success

An explanation of why the LEA has developed this goal.

There is a need to improve student's academic success and opportunities. Academic growth and proficiency are target areas for improvement, as indicated on the state dashboard and in all SBAC test results. There is also a need to ensure access to arts and business education to better engage students in a meaningful education.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts results	50.3 points below standard (all students, 2019)				41.3 points below standard (all students)
CAASPP Mathematics results	107.2 points below standard (all students, 2019)				98.2 points below standard (all students)
English Learner Progress as measured by ELPAC	37% making progress towards English language proficiency (2019) as measured by ELPAC				47% making progress towards English language proficiency as measured by ELPAC
Students with Disabilities	144.2 points below standard (ELA, 2019) 181.9 points below standard (Mathematics, 2019)				135.2 points below standard (ELA) 172.9 points below standard (Mathematics)
Foster Care Proficiency	Not Applicable				Provide appropriate supports for foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					care students as needed
College and Career	46% prepared				56% prepared
CAST/CAA	4.65% Met or Exceeded Standard for Science (all students, 2019)				13.65% Met or Exceeded Standard for Science (all students)
A-G and CTE	97.4% of cohort graduates meeting UC/CSU course requirements (19-20)  16% of cohort graduates completed both A-G and CTE courses (19-20)				100% of cohort graduates meeting UC/CSU course requirements  26% of cohort graduates completed both A-G and CTE courses
Teacher Credentialing	100%				100%
Textbooks, instructional Materials and supplies	100%				100%
School facilities are maintained in good repair	Facilities inspection documents Good				Facilities inspection documents Good
Access to assessments and technology	Use of i-Ready and technology in all classrooms				1-1 Chromebooks for all students.
Access to Arts and Business Education	Arts and business classes offered				Improved implementation of CTE pathways in arts and business.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Expansion of CTE pathways.
English Learner Proficiency as measured by ELPAC	English Learner Reclassification Rate: 0.93% Redesignated Fluent English Proficient (2019-2020) as measured by ELPAC				English Learner Reclassification Rate: 10.93% Redesignated Fluent English Proficient as measured by ELPAC
Advanced Placement Classes	74.29% of total AP students with scores of 3 or higher (2020)				84.29% of total AP students with scores of 3 or higher
Graduation Rate	76% graduation rate (19-20)				86% graduation rate
Prepared for College by the Early Assessment Program	4 pupils with CAASPP scores indicating standard exceeded or standard met in ELA and Math				14 pupils with CAASPP scores indicating standard exceeded or standard met in ELA and Math

## Actions

Action #	Title	Description	Total Funds	Contributing
1	i-Ready Benchmarks	LAAAE will use internal benchmarks in ELA and mathematics to track student progress, set goals, and empower teachers with data to better differentiate for individual student needs. The program iReady will be implemented to benchmark students three times throughout the year. Based on benchmark results, each student will be provided with an individualized growth target to put each student on a path to grade level proficiency. iReady also provides students with differentiated remedial curriculum to help bring them to grade level. Lastly, iReady	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>empowers teachers with detailed information on specific gaps in content knowledge for students to facilitate differentiated instruction.</p> <p>LAAAE will make available a Chromebook and internet connectivity for all students. These will support students in accessing curriculum and classes, especially during remote learning.</p>		
<b>2</b>	A-G and Career Technical Education Pathway Development	<p>LAAAE is working to expand and improve opportunities in arts and business. LAAAE is offering a variety of Career Technical Education (CTE) grants and pathways. These allow students to engage in multi-year sequences of classes providing students with industry specific skills and knowledge with which they can pursue jobs and higher education after graduating. LAAAE offers a variety of visual and performing arts classes. Classes include Dance, Music Production, Radio, Film, Art, AP Studio Art: 2-D Design, Studio Art, and Animation. Business class offerings include Entrepreneurship, Intro to Business, and Economics.</p> <p>LAAAE is also developing A-G course offerings including additional Advanced Placement classes.</p>	\$361,116.00	No
<b>3</b>	English Language Development Program	<p>LAAAE supports English language learners with designated and integrated English language development. English learners receive differentiated designated ELD support during tiered ELD classes that are built into their regular school schedule and taught by the ELD Coordinator. These classes provide English learners with protected time during the regular school day to focus on developing their English proficiency. ELD classes and curriculum are differentiated for students according to English proficiency to best meet the needs of each learner.</p>	\$314,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners receive additional support throughout all of their regular classes through integrated ELD. All teachers at LAAAE implement integrated ELD strategies such as Specially Designed Academic Instruction in English (SDAIE) to support both English language development and comprehension of class content. ELD paraprofessionals also support English learners by providing both push-in and pull-out services.		
4	Serving Students with Special Learning Needs	LAAAE supports special education students with differentiated support according to their individual needs. LAAAE also offers a Special Day Class for students. A special education coordinator reviews and assesses student needs in coordination with a school psychologist, teaches, parents, students, and other support staff. The special education coordinator works with teachers to develop their implementation of differentiated teaching strategies best suited to the needs of each student. Special education paraprofessionals also provide push-in and pull-out support for students as needed.	\$263,631.00	No
5	Academic Support Services and Graduation	LAAAE provides tutoring services for students who are struggling academically. Academic data is compiled on a weekly basis to assess which students are falling behind in their classes. These students are assigned to cohorts to be served by academic tutors and coaches who provide support both during and outside of regular classes. Tutors and coaches communicate with parents and guardians, help students with their school work, and facilitate goal setting to help get students improve, helping students progress towards graduation.	\$80,000.00	No
7				

Action #	Title	Description	Total Funds	Contributing
8				

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
2	Improve Inclusive and Supportive School Culture

An explanation of why the LEA has developed this goal.

There is a need to continue to improve the inclusivity and supportive nature of the school culture at LAAAE. A positive school climate and classroom culture are beneficial for improving student engagement and wellbeing. There is also a need to better engage community stakeholders including parents and guardians.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS)	Students identified for tier 3 supports in behavior, attendance, and social-emotional wellbeing at approximately 20%				Students identified for tier 3 supports in behavior, attendance, and social-emotional wellbeing at approximately 10%
Positive Behavior Intervention and Support	Regularly implemented by approximately 85% of teachers				Regularly implemented by approximately 95%-100% of teachers.
Chronic Absenteeism	State Dashboard Indicator for Chronic Absenteeism (2019) is green for all students and yellow for English learners.				State Dashboard Indicator for Chronic Absenteeism to be blue for all students and English learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions	0% suspension rate in the 2020-2021 school year				0% suspension rate
Parent Participation in Meetings, Activities, and Programs for Unduplicated Pupils	Approximately 10% of unduplicated pupils represented by parents/guardians at regularly held meetings, activities, and programs.				Approximately 20% of unduplicated pupils represented by parents/guardians at regularly held meetings, activities, and program.
Expulsions	0% expulsion rate in the 2020-2021 school year				0% expulsion rate
Attendance Rates	75.1% attendance rate (2020-2021)				85.1% attendance rate
Dropout Rates	10% high school dropout rate (2019-2020) 0% middle school dropout rate (2019-2020)				0% high school dropout rate 0% middle school dropout rate

## Actions

Action #	Title	Description	Total Funds	Contributing
1	School Food Program	LAAAE is implementing a school food program which provides free breakfast and lunch to all students, regardless of the free or reduced lunch application status. Prior to school closures due to COVID-19, this included breakfast in the classroom as an effort to increase participation rates. A food distribution team will now work off campus to distribute breakfast and lunch to all families at a designated location that is most geographically convenient for as many families as possible. The food distribution team actively communicates with	\$466,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents and guardians to seek feedback on mechanisms for food distribution to increase distribution rates.		
2	Multi-Tiered Systems and Supports	<p>LAAAE implements a number of initiatives to support students who have demonstrated issues in the areas of academics, behavior, attendance, and social-emotional wellbeing. LAAAE implements Multi-Tiered Systems and Supports (MTSS) in each of these categories in order to identify and support students and families who are struggling. A schoolwide Positive Behavior Intervention System (PBIS) also help students and improves school culture by providing positive incentives for students who do well. The PBIS system aligns with LAAAE's Schoolwide Learner Outcomes (SLOs) which are empathy, integrity, perseverance, innovation, and respect. These systems will also support targeted improvements for chronic absenteeism and suspension rates.</p> <p>The MTSS framework also incorporates parents and families through regularly held meetings such as Coffee with the Principal, School Site Council, English Learner Advisory Committee, Parent Teacher Organization, College and Career Readiness, and others. These include targeted engagement of parents of unduplicated pupils.</p>	\$412,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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# Goals and Actions

## Goal

Goal #	Description
3	Improve Teacher Training and Support

An explanation of why the LEA has developed this goal.

There is a need to continue to modify and improve teacher and staff professional development opportunities, especially as a result of new distance learning format due to COVID-19. Trainings should be purposeful, specific to student needs, and differentiated for staff. There is also a need to hire and retain effective teachers and staff.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher attendance to professional development	Teacher were afforded the opportunity to attend at least one outside professional development opportunity during the year				Teachers afforded the opportunity to attend at least two outside professional development opportunities during the year
Classroom observation scores	Individual teacher scores and qualitative feedback on classroom observations indicate quality instruction.  All teachers observed approximately once per month (2019-2020)				Individual teacher scores and qualitative feedback on classroom observations indicate very high quality instruction  All teachers observed approximately twice per month

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher assignments and credentialing	All teachers are appropriately assigned and credentialed				All teachers will continue to be appropriately assigned and credentialed

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Leadership Teachers	Instructional Leadership Teachers (ILTs) will engage teachers in quarterly individualized improvement plans. ILTs will guide teachers to self-identify an area for improvement based on perceived needs, develop a research based plan to improve, and conduct observations to monitor and support the teacher in implementing the plan. Teachers and staff will also engage in outside professional development specific to their learning needs.	\$61,921.00	No
2	Merit Based Teacher Compensation	Teacher compensation will include allocations of pay based on performance metrics in addition to regular salaries. Teacher observations and other evaluation criteria will affect these pay allocations. One set of performance based pay criteria will be based on a teacher's individual work in the categories of class performance, professional growth, extracurricular engagement, and professionalism. Another set of performance criteria will be based on student test data.	\$1,987,743.00	No
3	Teacher Assignment and Credentialing	The Los Angeles Academy of Arts and Enterprise leadership team will review teacher credentialing and assignments regularly to ensure appropriate placements.		No

## Goal Analysis [2021-22]

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

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.68%	833,064

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

### Required Descriptions

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

Goal 1, Action 3 - English Language Development Program: The English Language Development program targets the needs of unduplicated pupils by providing both designated ELD and integrated ELD specifically for English learners.

Goal 2, Action 1 - School Food Program: The school's food program works to ensure that low-income and foster youth have access to nutritious meals by providing them with free or reduced price meals.

Goal 2, Action 2 - Multi-Tiered Systems and Supports: The MTSS system provides targeted support for students based on school data including demographics such as their status as foster youth, English learners, or low income designations.

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

The English Language Development Program, School Food Program, and Multi-Tiered Systems and Supports work to identify the most critical needs among foster youth, English learners, and low income students. Supports and interventions are then implemented as needed to best support student development in all areas including academics, behavior, attendance, and social-emotional growth.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,282,000.00	\$287,209.00		\$427,528.00	\$3,996,737.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,244,737.00	\$752,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	i-Ready Benchmarks	\$50,000.00				\$50,000.00
1	2	All	A-G and Career Technical Education Pathway Development	\$300,000.00	\$50,000.00		\$11,116.00	\$361,116.00
1	3	English Learners	English Language Development Program	\$250,000.00	\$50,000.00		\$14,186.00	\$314,186.00
1	4	Students with Disabilities	Serving Students with Special Learning Needs	\$40,000.00	\$169,019.00		\$54,612.00	\$263,631.00
1	5	All	Academic Support Services and Graduation	\$80,000.00				\$80,000.00
2	1	Foster Youth Low Income	School Food Program	\$250,000.00	\$18,190.00		\$197,950.00	\$466,140.00
2	2	English Learners Foster Youth Low Income	Multi-Tiered Systems and Supports	\$412,000.00				\$412,000.00
3	1	All	Instructional Leadership Teachers	\$50,000.00			\$11,921.00	\$61,921.00
3	2	All	Merit Based Teacher Compensation	\$1,850,000.00			\$137,743.00	\$1,987,743.00
3	3	All	Teacher Assignment and Credentialing					

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$912,000.00	\$1,192,326.00
<b>LEA-wide Total:</b>	\$912,000.00	\$1,192,326.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	English Language Development Program	LEA-wide	English Learners		\$250,000.00	\$314,186.00
2	1	School Food Program	LEA-wide	Foster Youth Low Income	All Schools	\$250,000.00	\$466,140.00
2	2	Multi-Tiered Systems and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$412,000.00	\$412,000.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Los Angeles Academy of Arts and Enterprise Charter School	David Calvo Principal	dcalvo@laaae.org (213) 487-0600

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

# Goal 1

## Encourage a Positive School Culture and Climate

Continuing to improve school culture, LAAAE will further refine the implementation of Multi-tiered Systems of Supports (MTSS), including Positive Behavior Intervention Support (PBIS) and Response to Instruction and Intervention (RtI2), and will increase student engagement through enhanced counseling support services and extra-curricular school activities.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
                           Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                           Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Average Daily Attendance  <b>19-20</b> >95%  <b>Baseline</b> 95.5%	279.07
<b>Metric/Indicator</b> Chronic Absenteeism  <b>19-20</b> <10%  <b>Baseline</b> 12.1%	6.7%
<b>Metric/Indicator</b>	0.3%

Expected	Actual
Suspension Rate <b>19-20</b> <1.5% <b>Baseline</b> 1.19%	
<b>Metric/Indicator</b> Expulsion Rate <b>19-20</b> <1% <b>Baseline</b> 0%	0.3%
<b>Metric/Indicator</b> School Climate Survey Results (% of students, parents, and staff who feel the learning environment is positive and engaging) <b>19-20</b> 74% feel connected <b>Baseline</b> (approximately 20-25% do not feel connected)	Average of 56% indicated "Meaningful Opportunities (CalSCHLS survey)"

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Early Interventions for Attendance Concerns  Utilize early intervention through actions such as daily phone notifications, weekly written notifications, RtI2 referrals, and Positive Behavior Intervention Support (PBIS) services.  Multi -Tiered Systems of Supports (MTSS)	(Attendance Aide) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$309,000  (Administrative Support: Director of School Culture) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$82,400	4000-4999: Books And Supplies \$343,486  2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$650,939

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Improve Student Attendance by scheduling student/parent attendance meetings, phone calls home, meetings with the counselor, and attendance letters sent home every 6-8 weeks.</p> <p>Improve Behavior by providing counseling circles, progressive discipline referrals, and PBIS polite points</p> <p>Improve social/emotional health by providing individual counseling, social emotional counseling circles, and staff/student engagement</p> <p>Improve Academics by assigning tutors too students who are failing classes, scheduling counselor check in meetings, providing in class support, and communication with parents.</p> <p>PBIS Recognitions Utilize PBIS to recognize and reward student attendance. Transportation Support Implement transportation program to increase attendance.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$51,500</p>	<p>5000-5999: Services And Other Operating Expenditures \$172,011</p>
<p>1.2 - Refine Implementation of Response to Intervention (RtI2)</p> <p>Implement RtI2 to support students struggling in academics and behavior. Students who are struggling academically, or are exhibiting ongoing negative behavior will be referred to Response to Instruction and Intervention (RtI2). The process applies increasingly intensive intervention and instruction matched to student needs (tiers 1, 2, and 3) and monitoring of student progress.</p> <p>Tier 1: Ensure consistent schoolwide use of curriculum &amp; instructional strategies (Tier 1 Classroom management). For academics, Review of nomination forms. Teachers meet once a month to identify start, stop, and continue for the student. Identify the Tier 1 strategies to use, revisit success at the next monthly meeting.</p>	<p>(Counselors) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$144,200</p>	<p>1000-1999: Certificated Personnel Salaries \$79,586</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Tier 2 &amp; 3: Monitor consistent, early referrals. RTI2 Team will meet every two weeks and will track and monitor students in Tier 2 &amp; 3 Services. Increase and refine services and partnerships. Use all resources applicable, including behavior logs, academic checks, in house and external counseling, tutoring.</p>		
<p>Re-Establish PBIS Leadership Team/RTI2 Tier 1 Team: Implement Team-Based Leadership to guide PBIS directives and set regular meetings.</p> <p>b. Behavior Expectations, Schoolwide Discipline Policy: Review 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. - Establish schoolwide behavior expectations matrix in the first two weeks of school every period will teach a specific set of rules so that all students receive modeling. - Each teacher will create classroom behavior plan which is in compliance with the schoolwide discipline referral process.</p> <p>c. Professional Development: On-going professional Development on PBIS in the classroom.</p> <p>d. Faculty Involvement: Implementation of Tier 1 classroom practices, and a formal system of acknowledging student behavior. Teacher recognition, feedback, acknowledgment for implementation, teambuilding. Increase usage of positive communication. Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences.</p> <p>e. 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</p>	<p>Operating Expenses [Team(You) Inc. Annual Subscription.] 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$4120</p> <p>(Administrative Support: Director of School Culture) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3090</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>activities. Hold spirit days as a schoolwide incentive, including morning message, quarterly assemblies, spirit rallies, fall and spring spirit weeks, spirit Fridays, Team(LAAAE). Create school spirt competitions between grade levels.</p> <p>f. Data-Based Decision Making: Review schoolwide discipline, academic, and Tier 1 supports and further develop school culture based in PBIS framework.</p> <p>g. Technology Support: Team (LAAAE) – Refine delivery and operation; develop student-driven incentives, and streamline student incentives to increase student participation</p>		
<p>Provide Extra-curricular Activity Opportunities</p> <p>a. Encourage extra-curricular activities and clubs students, such as exercise clubs, debate club, dances, field trips, spirit weeks, more Family Fiesta and schoolwide student, parent, teacher special events, open-houses.</p> <p>b. Provide opportunities for educational field trips.</p> <p>c. Develop volunteer program opportunities.</p> <p>d. Develop a library, quiet reading area on campus</p>	<p>(Supplies for Extra-Curricular, School Culture Activities) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,300</p>	
<p>a. Set high expectations –minimum GPA requirements for participation (2.2); tutoring required for under 3.0 GPA</p> <p>b. Further develop facilities options</p> <p>c. Develop and improve partnership with YPI athletics opportunities for middle school students.</p> <p>d. Strengthen tutoring program supports tied to student academic performance and eligibility to play on a team.</p>	<p>Buses, Equipment, and Referees 5000-5999: Services And Other Operating Expenditures \$25,750</p> <p>Coaching Stipends 1000-1999: Certificated Personnel Salaries \$15,450</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Facilities in Good Repair a. The facility will be maintained in good condition. b. Facility Inspection Tool (FIT) will yield positive results.	Building Lease Expense, Proposition 39, Roybal Learning; Center Co- location 5000-5999: Services And Other Operating Expenditures \$309,000  School Culture Visuals 4000- 4999: Books And Supplies \$10,300	
Provide Breakfast in the Classroom and Lunch Program through the National School Lunch Program.	Nutrition Program Expenses 2000-2999: Classified Personnel Salaries \$30,900  Breakfast Program Coolers 4000- 4999: Books And Supplies \$5150	

## Goal Analysis

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

Some funds were redirected to support student needs as the school closed campus due to the COVID-19 in the spring of 2020. This included ceasing in person activities and prioritizing technology support and communication with students and families.

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

COVID-19 presented a variety of challenges in the spring of 2020. These included ensuring that students had adequate technology and connectivity at home to connect to distance learning and supporting social-emotional wellbeing.

## Goal 2

Increased student Academic Growth and 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)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP-SBAC</p> <p><b>19-20</b> &gt;95%</p>	<p>6th: ELA (18%); Math (6%)</p> <p>7th: ELA (16%); Math (14%)</p> <p>8th: ELA (32%); Math (14%)</p> <p>11th: ELA (55%); Math (13%)</p>

Expected	Actual
<p><b>Baseline</b> 6th: ELA (21%); Math (6%)</p> <p>7th: ELA (17%); Math (10%)</p> <p>8th: ELA (18%); Math (3%)</p> <p>11th: ELA (60%); Math (9%)</p>	
<p><b>Metric/Indicator</b> Reading and Math Intervention Program</p> <p><b>19-20</b> &lt;10%</p> <p><b>Baseline</b> Renaissance Learning Grade Level Average Math 6 th: 5.2 7 th: 5.5 8 th: 5.6 9 th: 7.1 10th: 6.7 11th: 11.1 12th: 7.5 Grade Level Average Reading 60% made gains. Average gain of all students was 80% of a grade level. From 3% (B1) at grade level, to 17% at grade level (B3).</p>	i-Ready adopted as internal benchmark system
<p><b>Metric/Indicator</b> CELDT/ELPAC</p> <p><b>19-20</b> 48%</p> <p><b>Baseline</b> Approximately 33% of students advanced one level on CELDT, similar to the previous year's performance</p>	37% making progress towards English language proficiency
<p><b>Metric/Indicator</b> Reclassification</p> <p><b>19-20</b></p>	0.9%

Expected	Actual
<p>21%</p> <p><b>Baseline</b> Projected growth in reclassification rate from 11% (15/16) to 18% (16/17)</p>	
<p><b>Metric/Indicator</b> AP Passage Rate</p> <p><b>19-20</b> 70% of students will pass at least 1 AP course</p> <p><b>Baseline</b> 96% of AP Students passed at least one AP Course</p>	58% AP Passage Rate
<p><b>Metric/Indicator</b> PSAT, SAT, ACT</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Follow a monthly Assessment Data Review Protocol. Leadership will guide staff through analyzing student assessment data, by class and individually, to determine strengths and areas of growth relative to a students' mastery of the content standards. With identifying areas of growth teachers will develop plans for intervention and support and re-teaching for the next series of lessons. Dedicated one PD per month for this purpose.</p> <p>The Protocol will encompass the following actions:</p> <ol style="list-style-type: none"> <li>1. Data-Driven Culture, inclusive of highly active leadership; introductory professional development; implementation calendar; ongoing professional development; build by borrowing practices.</li> <li>2. Assessments, inclusive of common interim assessments 4 to 6 times per year; transparent starting point (assess at beginning of each cycle);</li> </ol>	<p>(Attendance Aide) 5000-5999: Services And Other Operating Expenditures \$5150</p> <p>Student Benchmark Testing (I-Ready) 4000-4999: Books And Supplies \$27,810</p>	<p>5000-5999: Services And Other Operating Expenditures \$36,502</p> <p>4000-4999: Books And Supplies \$61,113</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>aligned to state test and college readiness; aligned to instructional sequence; reassess previously taught standards.</p> <p>3. Analysis. Immediate turnaround (ex., 48 hours); user friendly reports; teacher owned analysis; test-in-hand analysis; Deep (beyond what, why students go it wrong).</p> <p>4. Action. Plan new lesson/strategies based on data; implement explicit teacher action plans (hole class, small groups, tutorials, before-after school; Ongoing assessment; Accountability (leaders provide feedback); engaged students with plans to improve.</p> <p>Teachers will prepare a common SIDAT for each class taught (core classes) at the beginning of the semester, with an update at the end of the semester.</p> <p>Student Services Department will utilize student achievement data to appropriately place students in courses.</p>		
<p>a. LAAAE will provide a 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.</p> <p>b. 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.</p> <p>c. Provide onsite professional development on teaching English Learners and Socioeconomically Disadvantaged Students to support student achievement and college readiness.</p> <p>d. Provide additional literacy and math intervention support to students</p>	<p>Intervention Curricula ELD, Reading, and Mathematics 5000-5999: Services And Other Operating Expenditures \$ 69,010</p>	

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>performing below proficient through RtI2 through inschool and after - school academic tutoring program. Identify and connect struggling learners to tutoring resources.</p> <p>e. Review and evaluate ELA and math intervention web-based programs and benchmark assessments to gauge academic progress/ improvement.</p> <p>f. Conduct internal baseline assessment in reading, writing and math. Track progress with benchmark assessments.</p> <p>g. Teachers will use the RtI2 process, as needed.</p> <p>h. LAAAE will provide push in/pull out ELA and Math interventions for EL students during core classes.</p> <p>i. 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.</p> <p>j. English Language Development Curriculum</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>k. 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.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Acquire additional laboratory equipment and supplies to increase hands-on activities for students.</li> <li>• 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.</li> <li>• 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.</li> <li>• Acquire NGSS-aligned instructional materials.</li> <li>• Improving classroom facilities for students built and equipped for hands-on learning opportunities and project-based learning</li> <li>• Science department faculty to receive more professional development on how to design and deliver NGSS-aligned lessons</li> <li>• Hold field trips to relevant museums, exhibitions, or other location.</li> </ul>	<p>Curricular Materials (lab equipment, etc.) 5000-5999: Services And Other Operating Expenditures \$3090.00</p>	
<p>Implement the History Social Science Framework.</p>	<p>TCI, Subscriptions, Curricular Materials 4000-4999: Books And Supplies \$3650.00</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 I Ready teachers collect, analyze, and use data to inform instruction in the classroom.</p>		
<p>a) Implement a physical education program that incorporates state standards.</p> <p>b) Implement the Physical Fitness Test (PFT)/Fitness Gram</p> <p>c) Incorporate health education topics throughout classes.</p>	<p>Equipment, Services (lighting) 4000-4999: Books And Supplies \$3090.00</p>	

## Goal Analysis

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

Some funds were redirected to support student needs as the school closed campus due to the COVID-19 in the spring of 2020. This included ceasing in person activities and prioritizing technology support and communication with students and families.

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

COVID-19 presented a variety of challenges in the spring of 2020. These included ensuring that students had adequate technology and connectivity at home to connect to distance learning and supporting social-emotional wellbeing.

## Goal 3

### 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 teacher and student outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> % of Faculty Appropriately Credentialed  <b>19-20</b> >95%  <b>Baseline</b> 100%	100%
<b>Metric/Indicator</b> Coaching, Monitoring, and Goal Setting for Teachers  <b>19-20</b> 100%	100%
<b>Metric/Indicator</b> Compliance with Lesson Plan Completion  <b>19-20</b> 100%  <b>Baseline</b> 100%	100%
<b>Metric/Indicator</b>	100% of teachers

Expected	Actual
<p>% of Evaluations and Debriefs</p> <p><b>19-20</b> 100% of teachers</p> <p><b>Baseline</b> 100% of teachers</p>	
<p><b>Metric/Indicator</b> % of Teachers Engaging in External Professional Development</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100% of teachers engaging in external professional development content</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Hire and Retain Effective Teachers</p> <p>a. LAAAE will hire and retain effective teachers that meet the credentialing standards of the California Commission on Teacher Credentialing (CCTC).</p> <p>b. A thorough review of teacher qualifications will be conducted at time of hiring.</p> <p>c. Teachers will obtain an English learner authorization or the equivalent within 1 year of employment with LAAAE.</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries \$639,115.00</p> <p>Benefits 3000-3999: Employee Benefits \$226,609</p> <p>Teacher Salaries (reduced class-size) 1000-1999: Certificated Personnel Salaries \$502,905.75</p> <p>Teacher Benefits (reduced class size) 3000-3999: Employee Benefits \$61,465.22</p>	<p>1000-1999: Certificated Personnel Salaries \$1,621,974</p> <p>3000-3999: Employee Benefits \$455,578</p>
<p>a. Annual planning will ensure adequate funding for instructional materials and curriculum aligned to the Common Core State Standards.</p>	<p>Curricula and Materials (repeated expenditure) 4000-4999: Books And Supplies \$61,800</p>	<p>4000-4999: Books And Supplies \$4,225</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>b. Curriculum materials will be inventoried and reviewed.</p>	<p>Curricula and Materials for Reading and Math Intervention Program 4000-4999: Books And Supplies \$27,810</p> <p>Teacher Classroom Stipends 2000-2999: Classified Personnel Salaries \$6180.00</p>	<p>2000-2999: Classified Personnel Salaries \$556</p>
<p>a. 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.</p> <p>b. Continue use of I-Ready; Study Sync (ELA); CPM; Math (math); and other licenses (TCI)</p>	<p>Operating Expenses Mobile Laptop Cart Lease and Maintenance 5000-5999: Services And Other Operating Expenditures \$25,750</p> <p>Reading and Math Intervention Curricula(repeated expenditure) 4000-4999: Books And Supplies \$41,200</p> <p>Other Curricular Materials (repeated expenditure) 4000-4999: Books And Supplies \$61,800</p>	<p>5000-5999: Services And Other Operating Expenditures \$36,644</p>
<p>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.</p> <ul style="list-style-type: none"> <li>• Faculty will also have ongoing opportunities to attend external professional development workshops and/or conferences that address common core strategies and content specific concerns.</li> <li>• Emphasis on Teaching English Learners, and Socioeconomically Disadvantaged Students:</li> <li>• Professional development on SDAIE, and differentiated instruction will be incorporated throughout the student's core classes to help scaffold student learning.</li> </ul>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures \$20,600</p> <p>Professional Development on needs of Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Homeless Students 5000-5999: Services And Other Operating Expenditures \$20,600</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>		
<p>Teachers will be coached in:</p> <ul style="list-style-type: none"> <li>• Data-driven Instruction:</li> <li>• Observation and Feedback:</li> <li>• Instructional Planning:</li> <li>• Professional Development -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 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 subgroup students.</li> </ul>	<p>Teacher Salaries (repeated expenditure) 1000-1999: Certificated Personnel Salaries \$61,800</p>	
<p>Teacher Evaluations, Support Plans.</p> <ul style="list-style-type: none"> <li>• Teachers will set and follow goal and action plan to improve instruction.</li> </ul>	<p>Instructional Coach and ILT Stipends (repeated expenditure) 5000-5999: Services And Other Operating Expenditures \$61,800</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>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.</li> <li>Teachers will develop standards-based lesson plans, and implement the lesson plan rubric to fidelity.</li> </ul> <p>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.</p>		

## Goal Analysis

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

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## 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.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> High School Graduation Rate</p> <p><b>19-20</b> &gt;90%</p> <p><b>Baseline</b> 2013/14: 76%; 2014/15: 55% 2015/16: 56% 2016/17: T.B.D., 89%* (*internal projection, but not yet calculated by CDE)</p>	<p>76% cohort graduation rate</p>
<p><b>Metric/Indicator</b> Middle School Dropout Rate</p> <p><b>19-20</b> B–5%</p> <p><b>Baseline</b> B = Undetermined by State</p>	
<p><b>Metric/Indicator</b></p>	<p>10%</p>

Expected	Actual
<p>High School Dropout Rate</p> <p><b>19-20</b> B–3%</p> <p><b>Baseline</b> B = Undetermined by State</p>	
<p><b>Metric/Indicator</b> 4 Year College Acceptance Rate</p> <p><b>19-20</b> &gt;85%</p> <p><b>Baseline</b> B: 76% (2016/17)</p>	
<p><b>Metric/Indicator</b> Participation # of parents attending college information workshops will increase. (Mandatory CalGrant, FAFSA/Dream Act Workshops)</p> <p><b>19-20</b> Minimum of 2 workshops</p> <p><b>Baseline</b> Establish Baseline: T.B.D.</p>	Approximately 40
<p><b>Metric/Indicator</b> Hold minimum of 4 college campus visits per year.</p> <p><b>19-20</b> Minimum of 4 85% attend</p> <p><b>Baseline</b> 5 college trips held.</p>	Incomplete due to COVID-19 restrictions

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Academic Awards: quarterly progress nights, Awards and Recognition</p> <p>b. Credit Recovery – offer summer school (HS) and summer enrichment (MS)</p> <p>c. Ensure that UC/CSU courses are on UC Doorways.</p> <p>d. Submit additional courses for UC approval.</p> <p>Increase the UC/CSU acceptance rate.</p> <p>e. Devise a master schedule to provide pathways for students to succeed in honors and advanced courses. Increase course offerings and enrollment in honors and advanced courses.</p> <p>f. Consult with students early and often regarding A-G requirements and develop individual plans for college readiness.</p> <p>g. Empower students by teaching them to perform their own individualized graduation plan. (High School)</p> <p>h. Through RtI2 and tutoring, LAAAE provides 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.</p> <p>i. Provide access to credit recovery, and other academic support resources for struggling students.</p> <p>j. Work closely and collaboratively with afterschool partner, Youth Policy Institute, to coordinate effective tutoring services for struggling learners</p>	<p>Counseling Department Faculty (Academic Counselor FTE 2.0) 1000-1999: Certificated Personnel Salaries \$144,200</p>	<p>1000-1999: Certificated Personnel Salaries \$105,468</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
k. Conduct meetings for high achieving students, as well as failing students, to meet with the Board. Survey student elective interests annually		
<p>a. Partner with community organizations to increase afterschool enrichment and engagement opportunities.</p> <p>b. Develop tutoring program to support advanced learners in AP courses and struggling learners.</p> <p>c. Develop additional health education and mental health partnerships.</p> <p>d. Conduct individual and group counseling.</p> <p>e. Support PBIS and RTI2 Programs. English Learners and Socioeconomically Disadvantaged</p> <p>f. EL students are given an orientation, assigned a school liaison from leadership g. Design master schedule to support EL students, including ELD and intervention courses.</p>	Facilities, Educational Consultants 5000-5999: Services And Other Operating Expenditures \$10,300	5000-5999: Services And Other Operating Expenditures \$2,600
<p>a. Incorporate guided lessons in advisory twice a month on topics that promote college</p> <p>b. Host a Career Day and a College Workshop</p> <p>c. Develop a College Tour for Juniors and Senior (Fall);</p>	Naviance - License for College and Career Web System 5000- 5999: Services And Other Operating Expenditures \$3,090  College and Career Fair Expenses 5000-5999: Services And Other Operating Expenditures \$25,750	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Freshman and Sophomores (Spring)</p> <p>e. Host frequent workshops re: college application process, financial aid, including Parent Education</p> <p>f. Workshop regarding college and financial aid.</p> <p>g. 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.</p> <p>h. 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).</p>	<p>College Trip 5000-5999: Services And Other Operating Expenditures \$15,450</p>	

## Goal Analysis

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

Some funds were redirected to support student needs as the school closed campus due to the COVID-19 in the spring of 2020. This included ceasing in person activities and prioritizing technology support and communication with students and families.

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

COVID-19 presented a variety of challenges in the spring of 2020. These included ensuring that students had adequate technology and connectivity at home to connect to distance learning and supporting social-emotional wellbeing.

## Goal 5

Increase Parent and Community Engagement

Increasing parent and community engagement through communication with and additional training for parents.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Increase the parent participation rate on campus at events.</p> <p><b>19-20</b> B+30%</p> <p><b>Baseline</b> Parent family night, once a month.</p>	<p>Family events held monthly in virtual setting</p>
<p><b>Metric/Indicator</b> Develop Parent Center.</p> <p><b>19-20</b> Maintain Center, Develop 2 more Community Resources for Parents</p> <p><b>Baseline</b> N/A</p>	<p>Family events held monthly in virtual setting</p>
<p><b>Metric/Indicator</b> Develop 2 more Community Resources</p> <p><b>19-20</b> B+30%</p>	<p>Family events held monthly in virtual setting</p>

Expected	Actual
<b>Baseline</b> Establish Baseline	
<b>Metric/Indicator</b> Events for Parents  <b>19-20</b> Minimum of 5  <b>Baseline</b> 20 parent events are held	Family events held monthly in virtual setting
<b>Metric/Indicator</b> Develop 2 more Community Resources for Parents  <b>19-20</b> Weekly Communication Monthly On-Campus  <b>Baseline</b> N/A	Family events held monthly in virtual setting

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Increase parent attendance at award ceremonies and other on campus events.</p> <p>b. Parents will be timely informed about school events and student progress through calls, texts, and newsletters.</p> <p>c. 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.</p>	Engage with Parent Institute for Quality Education (PIQE) or Padres Con Partidos to offer parent education courses. 5000-5999: Services And Other Operating Expenditures \$10,300	5000-5999: Services And Other Operating Expenditures \$724

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Operate a Parent Center with support from bilingual staff, coordinate with YPI Advocate and Full- Service Coordinator to bring resources to families.</p> <p>e. Provide access to computers for parents to check the student information system, thus increasing parent ability to track academic progress.</p> <p>f. 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.</p> <p>g. 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.</p> <p>h. Provide a Parent Activities Calendar with parent education opportunities, establishing and strengthening partnerships with law enforcement and family support and engagement agencies and organizations.</p> <p>i. Increase attendance at award ceremonies and other on campus events. Host monthly campus beautification days/Family Nights.</p>		
<p>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.</p>	<p>Family Event supplies 4000-4999: Books And Supplies \$10,300</p>	<p>4000-4999: Books And Supplies \$4,399</p>

## Goal Analysis

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

Some funds were redirected to support student needs as the school closed campus due to the COVID-19 in the spring of 2020. This included ceasing in person activities and prioritizing technology support and communication with students and families.

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

COVID-19 presented a variety of challenges in the spring of 2020. These included ensuring that students had adequate technology and connectivity at home to connect to distance learning and supporting social-emotional wellbeing.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Facilities: Prop 39 related costs and expenditures of our school site	\$272,000	308,841	No
Instructional Materials: A variety of instructional materials to facilitate learning including ELD Curriculum, SPED programming, radio programming, instructional services to students, and classroom materials.	\$250,000	242,476	Yes
Teacher Salaries and Benefits	\$1,300,000	1,649,918	No
Personal Protective Equipment: Supplies to facilitate social distancing and disinfecting campus.	\$20,000	32,216	No

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

Some funds were redirected to support student needs as the school remained in a remote and eventually hybrid model during the 2020-2021 school year due to changing guidance from LACDPH and LAUSD pertaining to COVID-19 throughout the year. This included changes in technology expenditures to facilitate hybrid learning, PPE, and additional digital resources for students who were still learning remotely.

### Analysis of In-Person Instructional Offerings

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

COVID-19 presented a variety of challenges throughout the 2020-2021 school year. These included supporting academic engagement and social-emotional needs for students learning from home as well as maintaining school culture and communication with parents and families.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student connectivity: Hotspots and chromebooks for students.	\$62,400	\$60,000	Yes
Distance Learning Instructional Tools: Digital platforms and curriculum resources to facilitate distance learning.	\$10,000	\$5,000	No
Hybrid Classroom Equipment and Resources: Resources needed to facilitate hybrid classrooms.	\$120,000	\$150,000	No
Video Conferencing: Zoom and Colegia subscriptions for live video conferencing.	\$10,000	\$10,000	No

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

Some funds were redirected to support student needs as the school remained in a remote and eventually hybrid model during the 2020-2021 school year due to changing guidance from LACDPH and LAUSD pertaining to COVID-19 throughout the year. This included changes in technology expenditures to facilitate hybrid learning, PPE, and additional digital resources for students who were still learning remotely.

## Analysis of the Distance Learning Program

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

COVID-19 presented a variety of challenges throughout the 2020-2021 school year. These included supporting academic engagement and social-emotional needs for students learning from home as well as maintaining school culture and communication with parents and families.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Outreach Staff: Staff members who facilitate outreach and communication with families and other stakeholders.	\$175,000	\$164,473	Yes
Tutors & Paraprofessionals: Staff members who provide academic coaching and support to students as needed.	\$160,000	\$171,327	Yes
Summer School: Classes available to students during the summer holiday to earn credit.	\$20,000	\$20,000	Yes
Credit Recovery: Class offerings available to students to recover credit as needed.	\$6,000	\$6,000	Yes

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

Some funds were redirected to support student needs as the school remained in a remote and eventually hybrid model during the 2020-2021 school year due to changing guidance from LACDPH and LAUSD pertaining to COVID-19 throughout the year. This included changes in technology expenditures to facilitate hybrid learning, PPE, and additional digital resources for students who were still learning remotely.

## Analysis of Pupil Learning Loss

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

COVID-19 presented a variety of challenges throughout the 2020-2021 school year. These included supporting academic engagement and social-emotional needs for students learning from home as well as maintaining school culture and communication with parents and families.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

Student mental health and social-emotional wellbeing has been a priority throughout the 2020-2021 school year. Our student services team built a variety of systems to track student progress remotely. Students complete a daily check-in form in which they select an emoji to represent their current mood. Student services can then aggregate this data to identify students who may be in need of additional support. Additionally, the food distribution team provided a chance for parents and students to interact with staff in person prior to school campus reopening. Furthermore, an advisory committee was created to overhaul the social-emotional curriculum used in grade level advisory classes. The team redesigned all lessons to better fit the needs of remote and hybrid learning environments.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and family engagement has been an important component of maintaining school community. Many family meetings such as monthly family nights, coffee with the Principal, School Site Council, English Language Advisory Committee, and Parent Teacher Organization, transitioned into digital meetings in Zoom. This provided a safe opportunity for all families to stay up to date and share concerns with the school. Additionally, LAAAE implemented CalSCHLS surveys multiple times throughout the year to get feedback and data on student, family, and staff wellbeing. Throughout the year, an outreach team originally established in the spring of 2020 when campus closed due to COVID-19 has done persistent outreach in an effort to make contact with students and families who are not demonstrating expected engagement in academics and other school activities.

## **Analysis of School Nutrition**

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

The school has continued to provide meals throughout the 2020-2021 school year. In order to best serve families, an offsite location was established from which the food distribution team provides meals.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Blackboard: A digital platform through which the school sends voice, text, and email communication to stakeholders.	\$1,550	\$1550	No
School Nutrition	Food and food supplies for feeding students.	\$245,000	\$300,000	Yes
Mental Health and Social and Emotional Well-Being	PBIS Rewards: A digital platform on which staff members reward students for positive behavior.	\$1,800	\$1800	Yes
Mental Health and Social and Emotional Well-Being	PBIS Store Items: A school store where students can redeem their PBIS Rewards points for items such as school apparel and school supplies.	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	Student Services Team: A team of staff members to support students in academics, behavior, attendance and social-emotional wellbeing.	\$400,000	\$500,000	No

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

Some funds were redirected to support student needs as the school remained in a remote and eventually hybrid model during the 2020-2021 school year due to changing guidance from LACDPH and LAUSD pertaining to COVID-19 throughout the year. This included changes in technology expenditures to facilitate hybrid learning, PPE, and additional digital resources for students who were still learning remotely.

## Overall Analysis

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

The in-person and distance learning programs implemented in 2020-2021 have informed the development goals and actions in the 21-21 LCAP. Goals have been consolidated to facilitate communication with stakeholders. Actions are designed to mitigate learning loss

that occurred during the 2020-2021 school year. Furthermore, social-emotional learning and mental health support remain a priority as the school prepares for

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be addressed through the implementation of an expanded summer school program including credit recovery and other expanded learning opportunities such as Career Technical Education offerings. Additionally, i-Ready will be utilized over summer and in 2021-2022 to benchmark students three times throughout the year and then provide differentiated remedial curriculum in ELA and mathematics.

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

Some funds were redirected to support student needs as the school remained in a remote and eventually hybrid model during the 2020-2021 school year due to changing guidance from LACDPH and LAUSD pertaining to COVID-19 throughout the year. This included changes in technology expenditures to facilitate hybrid learning, PPE, and additional digital resources for students who were still learning remotely.

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

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

Analysis on student outcomes in the 2019-2020 LCAP and 2020-2021 LCP have informed the development of the 2021-2022 through 2023-2024 LCAP. Student engagement and academic data indicates a need to mitigate student learning loss as addressed through the goals and actions in the 2021-2022 through 2023-2024 LCAP including items such as the use of i-Ready to benchmark student progress and provide remedial differentiated curriculum in ELA and mathematics. Additionally, Multi-Tiered Systems and Supports are included to support students in academics, behavior, attendance, and social-emotional wellbeing. Furthermore, efforts to improve the school culture as students return from distance learning are addressed through systems such as Positive Behavior Intervention Support, and teacher support and accountability is addressed to ensure that appropriate resources and instructional strategies are being utilized moving forward.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

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

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

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

### **Annual Update**

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,151,784.97	3,575,805.00
	2,547,174.97	2,924,866.00
LCFF Supplemental and Concentration	604,610.00	650,939.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	3,151,784.97	3,575,805.00
1000-1999: Certificated Personnel Salaries	1,507,670.75	1,807,028.00
2000-2999: Classified Personnel Salaries	119,480.00	651,495.00
3000-3999: Employee Benefits	288,074.22	455,578.00
4000-4999: Books And Supplies	575,300.00	413,223.00
5000-5999: Services And Other Operating Expenditures	661,260.00	248,481.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	3,151,784.97	3,575,805.00
1000-1999: Certificated Personnel Salaries		1,363,470.75	1,807,028.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	144,200.00	0.00
2000-2999: Classified Personnel Salaries		37,080.00	556.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	82,400.00	650,939.00
3000-3999: Employee Benefits		288,074.22	455,578.00
4000-4999: Books And Supplies		252,910.00	413,223.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	322,390.00	0.00
5000-5999: Services And Other Operating Expenditures		605,640.00	248,481.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	55,620.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,001,160.00	1,246,022.00
<b>Goal 2</b>	111,800.00	97,615.00
<b>Goal 3</b>	1,819,434.97	2,118,977.00
<b>Goal 4</b>	198,790.00	108,068.00
<b>Goal 5</b>	20,600.00	5,123.00
<b>Goal 6</b>	24,720.00	0.00

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

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$1,842,000.00	\$2,233,451.00
<b>Distance Learning Program</b>	\$202,400.00	\$225,000.00
<b>Pupil Learning Loss</b>	\$361,000.00	\$361,800.00
<b>Additional Actions and Plan Requirements</b>	\$658,350.00	\$813,350.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$3,063,750.00</b>	<b>\$3,633,601.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$1,592,000.00	\$1,990,975.00
<b>Distance Learning Program</b>	\$140,000.00	\$165,000.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$401,550.00	\$501,550.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,133,550.00</b>	<b>\$2,657,525.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$250,000.00	\$242,476.00
<b>Distance Learning Program</b>	\$62,400.00	\$60,000.00
<b>Pupil Learning Loss</b>	\$361,000.00	\$361,800.00
<b>Additional Actions and Plan Requirements</b>	\$256,800.00	\$311,800.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$930,200.00</b>	<b>\$976,076.00</b>

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Los Angeles Academy of Arts and Enterprise  
Charter School

## CDS Code:

19647330110304

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

LAAAE's purpose for using federal funds is to increase low income and English learner student performance to the proficiency level. Another strategy LAAAE will use is to provide college readiness opportunities and resources to our families at the high school level. LAAAE uses dedicated counseling staff at the high school and summer programs designed to promote college readiness. Our counselors offer application support, help with the transition from middle to high school, how to navigate college requirements and turning in all required forms. We will continue to offer a strong newcomer support program as well as targeted academic supports to assist all of our English Learners.

Title I funds will continue to be used for to support our Math and Reading intervention classes which offer academic support for our struggling students and to continue to employ qualified teachers to work with our students.

Title II funds will continue to be used to support our teachers by offering training and development opportunities on and off campus. This helps our staff to be able to learn and use new innovative teaching strategies to their classrooms and inspiring our students.

Title III funds will help to support our English learners and ELD programs. We offer targeted intervention strategies for these students in the form of one on one classroom assistance with EL paraprofessionals and tutors who work with these students after class or school.

Title IV funds will be transferred and used to help support the Title I programs that assist our students academically

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LAAAE utilizes on going, regular progress monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Strategic program and budget planning are carried out continuously. When state and local funding resources are accounted for, federal funds will then be used to support the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

LEAs with less than 1,000 students are exempt from ESSA Section 1113 (ESSA Section 1113[a][6]).

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

LAAAE employs teachers who are qualified to teach in their various disciplines. We provide all teachers with multiple opportunities for strategic and targeted professional development throughout the school year. These trainings allow for innovative teaching strategies to be utilized within the classrooms ensuring our students are presented with the highest quality lessons that reach the students based on their present levels and is able to support their academic needs.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

LAAAE hosts regular family nights to engage parents, including School Site Council, English Learner Advisory Committee, Parent Teacher Organization, Coffee with the Principal, progress nights, and board meetings. These meetings provide a forum to keep parents and families updated on school events and to gather feedback from stakeholders.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent engagement strategies include informational phone calls, letters home to parents. We hold coffee with the principal meetings, PTO (parent teacher organization) plus family nights. LAAAE also hires bilingual Parent engagement coordinators who are able to connect and communicate with parents in order to keep them informed about school and community issues or concerns.

#### Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

LAAAE uses counselor meetings and sessions with students as well as teacher and staff recommendations to identify and work with students in need. Much of the school's attention and Title One resources are used to provide assistance for free and reduced lunch program students.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE uses counselor meetings and sessions with students as well as teacher and staff recommendations to identify and work with students in need. Much of the school's attention and Title One resources are used to provide assistance for free and reduced lunch program students.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE provides transportation in the form a TAP card and van pick up for any Mckinney-Vento students. Counseling services and tutoring programs are also offered for these students.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

LAAAE helps it's students transitioning from High School by taking them on College tours, helping the students to research and apply to colleges or universities, informing their families about the financial aid process which includes parent and student workshops and with partnerships with local colleges and universities to allow our students to take classes here on site taught by the college professors, career days, career and college counseling

For middle school transitions, counseling about their interests and what to expect from high school. LAAAE also helps the middle school students understand high school graduation and college entrance requirements by providing workshops for 8th grade students and the families.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE helps it's students transitioning from High School by taking them on College tours, helping the students to research and apply to colleges or universities, informing their families about the financial aid process which includes parent and student workshops and with partnerships with local colleges and universities to allow our students to take classes here on site taught by the college professors, career days, career and college counseling

For middle school transitions, counseling about their interests and what to expect from high school. LAAAE also helps the middle school students understand high school graduation and college entrance requirements by providing workshops for 8th grade students and the families.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE provided computer typing classes to the middle school students and has also provided classrooms with laptop carts so that each child has the opportunity to learn and grow in their digital literacy. During each class, students have structured time to utilize the laptops and research information online.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



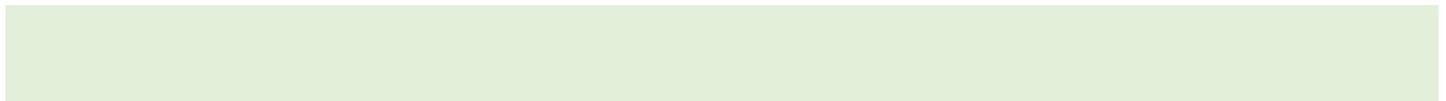
**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

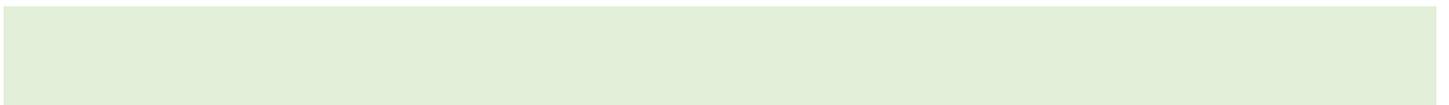


**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE sponsors the BTSA program for our teachers in need, we also encourage and support teachers and admin to find and attend at least one, off campus professional development opportunity a year where the school pays for the staff member to attend. These PDs help the teacher and or Administrator bring new cutting-edge enriching teaching strategies back to the school. LAAAE also uses Instructional Leadership Team which uses master teachers to help coach their teaching peers. The system is not evaluative, but just an opportunity for teachers to receive feedback and coaching from their fellow teachers. Peer observations are also used during the school year so that each teacher can have an opportunity to observe their peers and learn any innovative strategies that they might be able to incorporate within their own classrooms.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE has used its resources to create and develop a differentiated Professional Development scope and sequence for the school year. We have also worked to provide more staff to support intervention for our struggling learners, and English learners, as well as additional counselors to help to provide socio emotional support to our student population.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Through the use of regular data analysis meetings, the LAAAE team is able to collect, interpret and use data from in house benchmarks such as I-ready to ensure the most effective teachings methods are utilized and student needs are properly addressed. There is designated time each week for teachers and school leaders to analyze and discuss the data results from these assessments and to design academic support plans for the students.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE will provide ELPAC trainings, Special Education and EL Workshops to teachers several times during the school year. Our ELD coordinator will also lead workshops for the teachers on best strategies for teaching ELL students. LAAAE also has staff professional development for teachers weekly, uses Instructional Leadership Teachers (ILT) to mentor and coach teachers and lead professional development for the staff based on teacher observations and other data.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE's EL Para professionals work to provide academic and social support in primary language for immigrant students. They work within the students classes to translate lessons, tests, quizzes and assignments and ensure students are receiving and being assessed for content and not English language ability. LAAAE also employs tutors to work with the immigrant students on a one to one basis to help provide these students with extra academic support.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE provides ELD programs run by the ELD Coordinator, ELAC committee as well as ELD paraprofessionals to push into classrooms and work with EL students one on one.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

LAAAE has an established ELD program, we have hired EL Paraprofessionals to assist students in need, an ELAC committee to make sure the needs of the English Learners are being met

Primary Language tutors and aides are also made available to students who are struggling in literacy and English proficiency.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We plan to take advantage of federal transferability rules to move our Title IV, Part A funding, to supplement our Title I spending in the areas of providing quality teacher for effective instruction and increased strategic parent engagement.

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Los Angeles Academy of Arts and Enterprise Charter School
<b>CDS Code:</b>	19647330110304
<b>LEA Contact Information:</b>	Name: David Calvo Position: Principal Email: dcalvo@laaae.org Phone: (213) 487-0600
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$3,306,680
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$833,064
<b>All Other State Funds</b>	\$359,741
<b>All Local Funds</b>	\$0
<b>All federal funds</b>	\$427,528
<b>Total Projected Revenue</b>	\$4,093,949

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$4,473,308
<b>Total Budgeted Expenditures in the LCAP</b>	\$3,996,737
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,192,326
<b>Expenditures not in the LCAP</b>	\$476,571

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$3,063,750
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$3,633,601

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$359,262
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$569,851

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Some additional grant funding has not been included in the LCAP.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Angeles Academy of Arts and Enterprise Charter School

CDS Code: 19647330110304

School Year: 2021-22

LEA contact information:

David Calvo

Principal

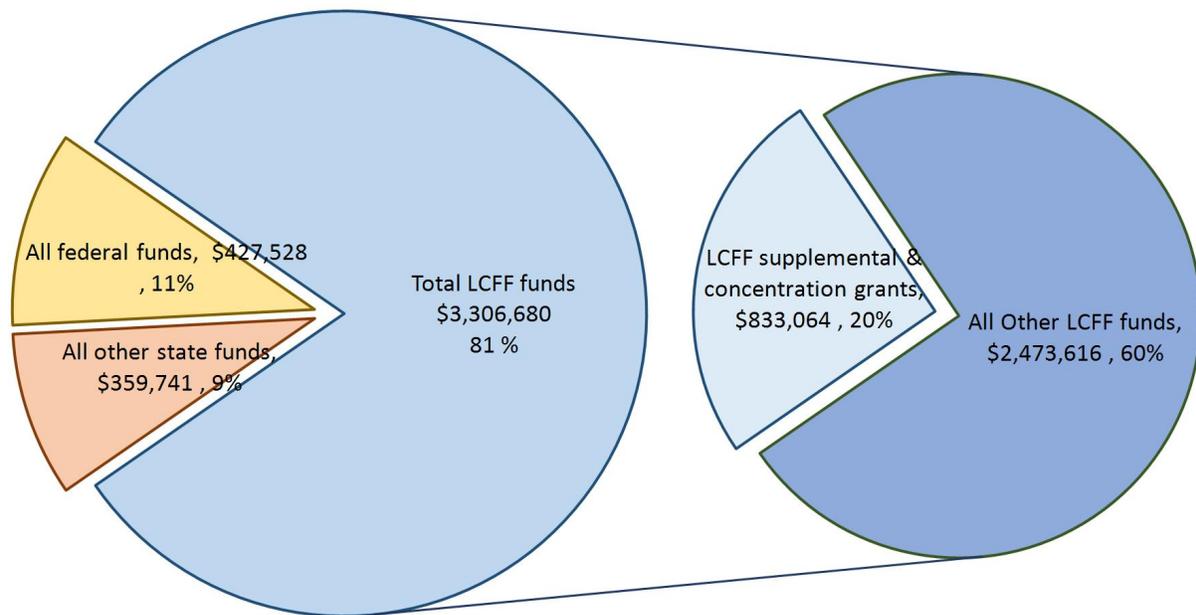
dcalvo@laaae.org

(213) 487-0600

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



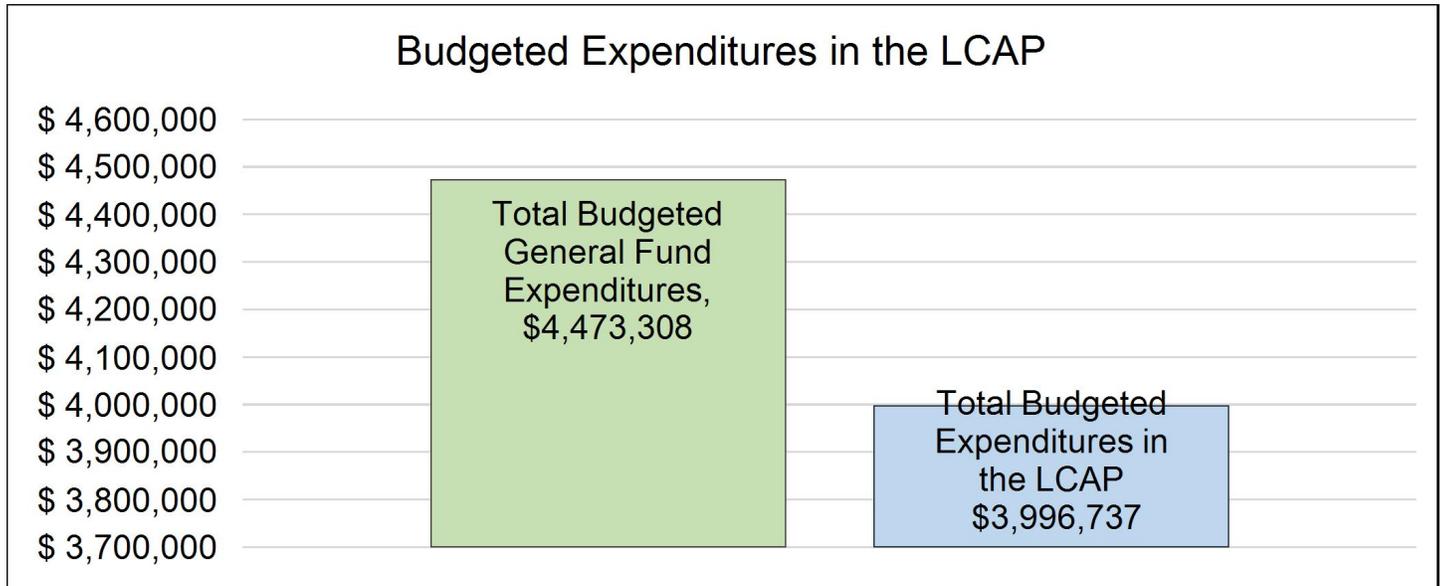
This chart shows the total general purpose revenue Los Angeles Academy of Arts and Enterprise Charter School expects to receive in the coming year from all sources.

The total revenue projected for Los Angeles Academy of Arts and Enterprise Charter School is \$4,093,949, of which \$3,306,680 is Local Control Funding Formula (LCFF), \$359,741 is other state funds, \$0 is local funds, and \$427,528 is federal funds. Of the \$3,306,680 in LCFF Funds, \$833,064 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Angeles Academy of Arts and Enterprise Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Los Angeles Academy of Arts and Enterprise Charter School plans to spend \$4,473,308 for the 2021-22 school year. Of that amount, \$3,996,737 is tied to actions/services in the LCAP and \$476,571 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

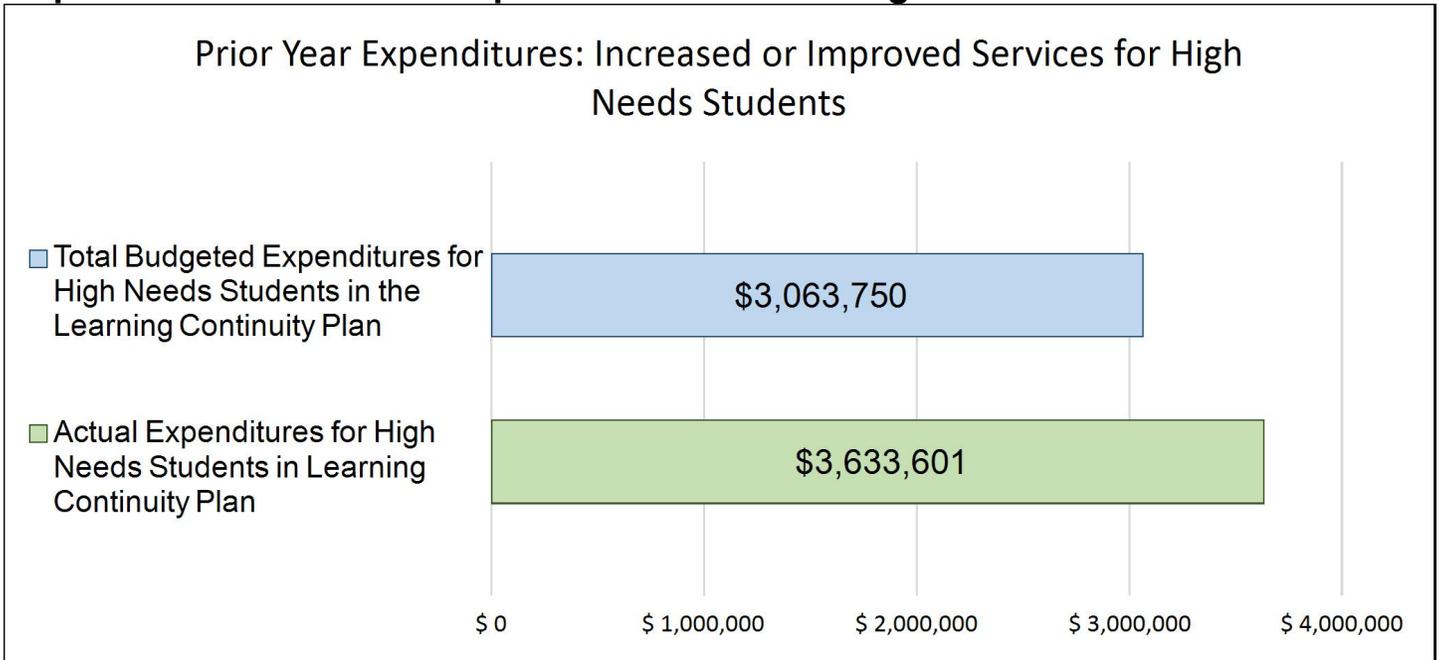
Some additional grant funding has not been included in the LCAP.

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

In 2021-22, Los Angeles Academy of Arts and Enterprise Charter School is projecting it will receive \$833,064 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Academy of Arts and Enterprise Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Academy of Arts and Enterprise Charter School plans to spend \$1,192,326 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Los Angeles Academy of Arts and Enterprise Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles Academy of Arts and Enterprise Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Los Angeles Academy of Arts and Enterprise Charter School's Learning Continuity Plan budgeted \$3,063,750 for planned actions to increase or improve services for high needs students. Los Angeles Academy of Arts and Enterprise Charter School actually spent \$3,633,601 for actions to increase or improve services for high needs students in 2020-21.

## **8.m. Adoption of California Dashboard Local Indicator Reports**

### **i. Basics: Teachers, Instructional Materials, Facilities**

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

#### **Additional Comments**

LAAAE teachers were appropriately credentialed for their assignment. Teachers were supported in their pursuit of clear English learner authorization and a clear single subject or career technical education credential, when applicable. LAAAE students had access to both print and digital curricula. Thus, teachers were able to plan both print and digital instructional activities. LAAAE's 10+ technology carts facilitated digital activities. During the pandemic, students were provided a Chromebook to continue working from home. LAAAE is collocated with Roybal Learning Center, an LAUSD facility which opened in 2008. Due to the recency of the plant's opening, the campus meets the good repair standard. LAAAE's Student and Family Handbook provides the annual Williams Notice and Uniform Complaint Process, pursuant to California Education Code § 35186.

### **ii. Implementation of Academic Standards**

The implementation of state academic standards is tracked through teacher dialogue, professional development activities, use of standards aligned instructional materials, teacher observations, and student performance progress monitoring. The use of multiple measures provides a more comprehensive understanding of the implementation of state academic standards.

#### **Reflection Tool Rating Scale**

1 Exploration And Research Phase

2 Beginning Development

3 Initial Implementation

4 Full Implementation

5 Full Implementation And Sustainability

### **Professional Development**

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts  
4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)  
4 Full Implementation

Mathematics – Common Core State Standards for Mathematics  
4 Full Implementation

Next Generation Science Standards  
4 Full Implementation

History - Social Science  
4 Full Implementation

### **Instructional Materials**

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts  
5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)  
5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics  
5 Full Implementation And Sustainability

Next Generation Science Standards  
5 Full Implementation And Sustainability

History - Social Science  
5 Full Implementation And Sustainability

### **Policy & Program Support**

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts  
4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)  
4 Full Implementation

Mathematics – Common Core State Standards for Mathematics  
4 Full Implementation

Next Generation Science Standards  
4 Full Implementation

History - Social Science  
4 Full Implementation

Career Technical Education  
4 Full Implementation

### **iii. Parent Engagement**

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

Full Implementation

**2. Rate the LEA's progress in creating welcoming environments for all families in the community.**

Full Implementation

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

Full Implementation

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

LAAAE has a robust student services team which fosters building partnerships for student outcomes. LAAAE partnered with different agencies to provide comprehensive support. For example, Didi Hirsch provides onsite and offsite individual and group mental health therapy for students. LAAAE sponsors quarterly parent nights which provide a structured opportunity for parents to circulate with their child's teacher to discuss student progress and ways to work together to support improved student outcomes. Teachers sponsor office hours to support students missing assignments. LAAAE leadership regularly provides updates to parents regarding their legal rights and provides workshops for parents to explore different topics of legal rights. Despite these opportunities for support, LAAAE leadership regularly seeks ways to strengthen existing and create new partnerships for increased student outcomes.

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Full Implementation

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

LAAAE prides itself on providing multiple opportunities for parental engagement necessary to build relationships. LAAAE uses Blackboard to regularly communicate with families via telephone, text, and email. LAAAE also sent home a print monthly calendar packet and maintained a current website and social media. Parent meetings ranged from open house, to senior specific items (such as FAFSA, college admission), coffee with the principal, book club, and learning workshops. Print materials and communication at meetings are addressed in both English and Spanish to ensure that Spanish-only speaking parents can meaningfully engage. Since LAAAE serves predominantly underrepresented families, these engagement activities primarily serve underrepresented families. These activities changed due to COVID-19. When the school transitioned to distance learning in March, over a dozen classified staff were reassigned to student and family outreach. They became the primary link between our school and our families. Weekly distance learning lesson plans were submitted by each teacher to the administration and shared with the outreach staff. Outreach staff kept students and families informed about academic expectations and connected them with school and community resources. Because outreach staff and teachers logged interactions with families and students,

students with limited engagement were easily identifiable and were escalated to other staff who conducted additional outreach. Since the first week of distance learning, assignments were posted on both Google Classroom and on the school's website. Insofar as possible, virtual activities, such as prom, culmination, and graduation, replaced live activities. The school's social media platforms synchronously provided updates on the transition, resources, and school activities.

An area identified for improvement is increased parent access to the campus. LAAAE does not have presence in the host school's main office. Upon arrival to that office, parents are required to call LAAAE and then wait for escort to LAAAE. LAAAE leadership continues working with the host school's leadership to identify ways to facilitate parent access.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

Families and students are regularly engaged in decision-making through PTO, ELAC, and SSC. Families are also encouraged to attend and participate at board meetings. Coffee with the Principal and parent workshops also provide a venue for parent voice and participation in school decision making. Since students now have a Chromebook or similar device as well as access to internet, we are working with parents for them to use these devices to also access the now virtual activities provided. A focus area for improvement in participation is school access. This was previously described.

**iv. Local Climate Survey**

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local

governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

### **Local Climate Survey Summary**

Due to COVID-19, an end of year survey was not provided to students. However, there was a survey provided the previous year which demonstrated multiple improvements on the school climate survey. The indicator - Most students feel safe on campus -increased to 50% from 44%. The indicator - Most parents are informed about classroom activities - increased to 55% from 43%. The indicator - Most families find the school to be a welcoming place - increased to 50% from 43%. The indicator - The school feels like an inviting inclusive place - increased to 45% from 40%. The indicator - The school does a good job communicating with parents -increased to 52% from 44%.

### **Additional Comments**

LAAAE is working with WestEd to administer to the CalSCHLS Learning From Home Survey and CORE Survey in the 2020-21 school year.

## **v. Access to Broad Course of Study**

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

### **1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

LAAAE leadership reviewed the master schedule and course enrollments across the seven grade levels offered (6-12). Academic course intensity offerings ranged from intervention to college level and included over 35 University of California A-G approved courses. Five of these were also authorized on the College Board's AP Course Audit Ledger

### **2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As is implied in its name, students have access to a wide variety of courses in the arts (dance, music, theater, visual arts, film, and radio) and business. Middle school students receive arts and enterprise instruction through an exploratory wheel which enables them to learn different related topics each quarter. The exploratory wheel content changes annually to provide students a broad exposure across the arts and entrepreneurship throughout their middle school experience. The 2018-2019 exploratory wheel included: business, music, theater, and visual arts. Advanced middle school students could have enrolled in high school or college level classes. The master schedule offered high school students about three dozen University of California / California State University (A-G) approved courses. Course offerings ranged from reading and math intervention to AP Calculus, AP Environmental Science, AP Spanish Language and Culture, and AP Spanish Literature and Culture. Both of the radio and film programs which were inaugurated in 2017 expanded.

**3. Identification of any barriers preventing access to a broad course of study for all students.**

Despite the numerous course offerings made available to students, because LAAAE is a small school, sometimes a student desires to take two courses which are concurrently offered during the same instructional block. The student would then need to identify which course is preferred. Since LAAAE has historically been a small school, this reoccurs annually. Online learning options have been made available to students as an alternate to the live class. However, LAAAE students typically decline virtual learning alternatives. In other situations, student services staff have helped students identify live course offerings at a nearby institution such as Los Angeles Community College.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

Students are receiving access to a broad course of study. Thus, no changes are needed at this time. LAAAE will continue to provide online learning recovery and acceleration options should a student so desire.