The Local Control Accountability Plan (LCAP)

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF). The LCAP is a 3-year plan focused on improving student achievement by ensuring that all students reach their potential by setting annual goals in eight priority areas.

Each of the priorities have established data requirements, allowing the tracking and reporting of student progress into twelve different subgroups. This in-depth review allows the Luis Valdez Leadership Academy to work with our stakeholders to develop and meet our annual goals. The eight state priority areas are:

- **Basic Necessities**
  - Qualified and credentialed teachers, sufficient instructional materials, facilities in good repair

- **Implementation of Common Core State Standards**

- **Parental Involvement**

- **Student Achievement**
  - Statewide Assessments, English Language Learner Reclassification rate, A-G College Preparedness, AP, etc.

**Student Engagement**
- Attendance, dropout, and graduation rates

**School Climate**
- Suspension and expulsion rates, safety and connectedness

**Access to Courses**

**Other Student Outcomes in Subject Areas**

**Retention/Graduation**

LEA's student enrollment at the beginning of the 2019-2020 academic year was 414 students and had a retention rate at 98.5% with 408 students. The high school graduation rate remains the same at 95% from the previous academic year.

**Dropout Rate**

The Dropout rate amongst Seniors showed an impressive decrease from 7.5% during the 2016-17 (baseline year) to less than 1% during the 2018-19 school year.
**LCPA’s Commitment and Goals**

The Latino College Preparatory Academy (LCPA) is committed to actively involve our parents, students and school employees in the development of high-quality educational programs that ultimately lead to high academic achievement for all students.

Below are the identified 4 goals listed in the 2019-2020 LCAP:

1. Increase student retention and graduation rates.
2. Increase Math and ELA proficiency for ALL students. English Language Learners will increase in growth in English Language through the school’s services and teaching methods.
3. Increase the percentage of students that meet the A-G requirements, including the visual and performing arts in project-based learning.
4. Increase parent involvement and engagement.

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**Student Growth**

**SBAC Performance, ELA:**

<table>
<thead>
<tr>
<th>Testing Year</th>
<th>2018</th>
<th>2019 Preliminary Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting or Exceeding Standard</td>
<td>26.32%</td>
<td>39.00%</td>
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After a year in which our school saw an unexpected performance dip on the SBAC ELA Exam, LCPA redoubled its efforts to encourage greater collaboration and data driven instructional decision making. These efforts will be emphasized and strengthened in the ensuing 19-20 year, alongside the adoption of a new joint writing curriculum.

**SBAC Performance, Mathematics:**

<table>
<thead>
<tr>
<th>Testing Year</th>
<th>2018</th>
<th>2019 Preliminary Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting or Exceeding Standard</td>
<td>4.21%</td>
<td>20.00%</td>
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</tbody>
</table>

This year’s scores on the SBAC Mathematics Exam represent the highest level of achievement in this subject area since the inception of this new exam. These results indicate that our mathematics department is on the right path in terms of designing a more rigorous and intentional curriculum.

**Development and Adoption Process**

The specific actions and funding allocation identified in the LCAP will be a result of the direction set, by the stakeholders, for the students at Latino College Preparatory Academy. In an effort to ensure a seamless plan, schools develop a LCAP planning cycle a year before the Plan is adopted to ensure that the school budget is aligned to the priorities and actions identified in the LCAP.

The stakeholders review the local implications after the proposed State budget is received. The public is then invited to comment on the draft of the following year's LCAP. In addition, the annual report for the current year is finalized. Once the Plan is approved by The Foundation for Hispanic Education, it is then submitted to the County and State Board of Education.