



**Local Control Accountability Plan  
2016-17**

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

LEA: Lashon Academy Charter School

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LCAP Year: 2016-17

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The involvement process in developing the 2016-17 LCAP at Lashon Academy has taken place in the following methods:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC) &amp; English Language Advisory Committee (ELAC) meetings</li> <li>• Parent meetings and discussions on schoolwide needs and goals</li> <li>• Stakeholder involvement through feedback on LCAP survey</li> <li>• Staff involvement through online survey and discussions during staff meetings.</li> <li>• PTO meetings on discussions on schoolwide needs and goals</li> </ul> <p>The meetings that took place are listed on the right column “Impact on LCAP,” in addition to board meeting discussions including:</p> <ul style="list-style-type: none"> <li>• SSC Meetings</li> <li>• ELAC Meeting</li> <li>• General Parent meeting</li> <li>• Yard staff meeting</li> <li>• Instructional staff meeting</li> </ul> <p>The specific actions that took place in consulting with our grade K-3 students took place through informal discussions with students.</p> <p>The LCAP survey was posted on the school’s website, and shared with stakeholders at meetings. A Spanish version of the online LCAP survey was also provided for Spanish speaking parents. Participation on the online LCAP Survey, includes the participation of 67 respondents:</p> <ul style="list-style-type: none"> <li>• 13.5% Staff</li> <li>• 61.1% Students</li> <li>• 25.4% Parents</li> <li>• 0% Community</li> </ul>	<p>As a result of ongoing stakeholder meetings and surveys, parents stated that they would like the school to provide a full after school program that provides tutoring and enrichment opportunities.</p> <p>Stakeholder involvement has been continued and supported through our school’s ELAC, SSC and Parent Teacher Organization monthly meetings where discussion on the LCAP goals, actions and services took place for the 2015-16 LCAP and as the school revised and updated its goals for 2016-17. The following is a list of meeting dates:</p> <ul style="list-style-type: none"> <li>• September 9, 2015: Parent Meeting</li> <li>• October 8, 2015: PTO Meeting</li> <li>• November 17, 2015: Parent Meeting</li> <li>• November 30, 2015: PTO Meeting</li> <li>• December 10, 2015: PTO</li> <li>• January 13, 2016: ELAC/SSC – LCAP Goals Overview</li> <li>• February 1, 2016: PTO – Art Program</li> <li>• March 21, 2016: ELAC/SSC LCAP Review of 2014 Goals</li> <li>• March 21, 2016: PTO – Upcoming schoolwide events</li> <li>• April 18, 2016: ELAC/SSC: LCAP Priorities and next year goals</li> <li>• April 18, 2016: PTO</li> <li>• May 25, 2016: Parent Meetings – LCAP Draft Goals</li> </ul> <p>The involvement of these stakeholders has supported improved outcomes for students including unduplicated counts. For example, discussion with parents and students about attendance issues – has led to a decline in student absentee rates; and attendance at parent meetings has increased as a result of discussions surrounding school improvement.</p>

**Annual Update:**

Lashon Academy is a direct-funded charter school that opened Fall 2014, currently serving 182 students in grades K-3. The school provides a rigorous academic program modeled after the Hebrew Language Academy located in New York, and is a member of the Hebrew Public Network.

The mission of Lashon Academy is to prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

Stakeholders were engaged in the development of goals, discussions of future actions, and reviewed current data through SSC and ELAC parent meetings, general parent meetings, and parent/teacher conferences.

Stakeholders were given notice through weekly parent newsletters, SSC and ELAC meetings, parent meetings, and notification posted in the office. Both qualitative and quantitative data was presented using charts and graphs in a PowerPoint presentation at parent meetings, in addition to benchmark results through school-wide data PowerPoint, and individual data presented at parent/teacher conferences.

**Annual Update:**

The changes that were made to the 2016-17 goals were to include the CDE measurable outcomes/metrics; provide specificity on the actions/services and address 7 of the 8 State Priorities, since our school serves elementary grades K-4.

This school year the stakeholder engagement improved significantly since our school is now in operation, and Lashon Academy hosted numerous meetings throughout the school year with parents through parent meetings, ELAC, SSC, and PTO. Board members were informed during board meetings, and discussions with students took place in informal settings and via the online LCAP survey. This year, discussion on the LCAP was ongoing and resulted in the development of this current LCAP.

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

### Instructions:

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

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

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

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

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

### Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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



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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<b>GOAL:</b>	<b>GOAL #1:</b> To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• Credentialed teachers</li> <li>• Student Access to Common Core aligned curriculum</li> <li>• Facilities are maintained in good repair</li> </ul>			
<b>Goal Applies to:</b>	Schools:	Lashon Academy		
		Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be appropriately credentialed and assigned.</li> <li>2. 100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>3. Ensure facilities are in good repair as documented in annual FIT Report</li> <li>4. Student access to technology – Student to Computer ratio: 4:1(Grades K-2) Student to Computer ratio: 1:1 (Grades 3-4)</li> </ol>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<u><b>HQT &amp; STAFF:</b></u>  <ol style="list-style-type: none"> <li>1. Costs associated with BTSA Program for 4 teachers.</li> <li>2. Office Manager &amp; Director of Operations verifies teachers credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Office Manager, Director of Operations and live scans.</li> <li>3. Acquire, develop and retain 11 highly qualified teachers, 1 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc.</li> </ol>	Charterwide	X ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ol style="list-style-type: none"> <li>1. 9,000 LCFF SUP, 5200</li> <li>2. 40,000 1000-3999: LCFF Base funds</li> <li>3. 550,000 1000-3999: LCFF Base funds</li> <li>4. 22,000 PCSGP5200</li> </ol>	

<p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</p> <p>4. Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.</p> <p>5. Costs for Special Education Services: Option 2 LAUSD SELPA. Personnel costs include:</p> <ul style="list-style-type: none"> <li>• Resource Specialist (See #2 above)</li> <li>• Occupational Therapist</li> <li>• Assisted Physical Education</li> <li>• Speech &amp; Language Specialist</li> <li>• Counselor</li> <li>• Psychologist</li> </ul>			<p>5 60,000 LCFF Sup 1000-3999 and 5800</p>
<p><b><u>FACILITY &amp; TECHNOLOGY</u></b></p> <p>1. Director of Operations to maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. Director of Operations will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices.</p> <p>2. Develop a needs assessment for the purchase of additional technology (hardware/software) &amp; subscriptions to web-based materials.</p> <p>3. Purchase the following technology devices for instructional use:</p> <ul style="list-style-type: none"> <li>• 25 Laptops for students</li> <li>• 3 Laptops for staff</li> <li>• Headphones for student use</li> <li>• 3 Document Cameras</li> <li>• 3 Projectors</li> </ul>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. 50,000 1000-3999: LCFF Base funds</p> <p>2. 2,000 PCSGP400 0-4999</p> <p>3. 2,000 PCSGP 4000-4999</p> <p>4. 0 Prop 39</p>

<p>4. Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection Report (FIT).</p>			
<p><b><u>CURRICULUM</u></b></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-4, since curriculum has not been purchased since the implementation of the CCSS:</p> <ul style="list-style-type: none"> <li>• Hebrew</li> <li>• Delta Education (FOSS) Science Program</li> <li>• Go Math</li> <li>• Leveled Libraries</li> <li>• Engage NY ELD</li> <li>• Units of Study from Columbia University (Teacher's College)</li> <li>• Character Counts</li> <li>• Reading A-Z</li> <li>• Fountas &amp; Pinnell Assessment Program</li> <li>• NWEA Assessment Program</li> </ul>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. 20,000 PCSGP 4000-4999</p>
<p><b>LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA &amp; Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report 4. Student access to technology – Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-5)</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p><b><u>HQT &amp; STAFF:</u></b></p> <ol style="list-style-type: none"> <li>Costs associated with BTSA Program for 5 teachers.</li> <li>Office Manager &amp; Director of Operations verifies teachers credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Office Manager, Director of Operations and live scans.</li> <li>Acquire, develop and retain 14 highly qualified teachers, 2 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc.  Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</li> <li>Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.</li> <li>Costs for Special Education Services: Option 2 LAUSD SELPA. Personnel costs include:             <ul style="list-style-type: none"> <li>Resource Specialist (See #2 above)</li> <li>Occupational Therapist</li> <li>Assisted Physical Education</li> <li>Speech &amp; Language Specialist</li> <li>Counselor</li> <li>Psychologist</li> </ul> </li> </ol>	<p>Charterwide</p>	<p><u>X</u>_ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>10,000 LCFF SUP, 5200</li> <li>50,000 1000-3999: LCFF Base funds</li> <li>640,000 1000-3999: LCFF Base funds</li> <li>22,000 PCSGP520 0</li> <li>60,000 LCFF Sup 1000-3999 and 5800</li> </ol>
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<p><b><u>FACILITY &amp; TECHNOLOGY</u></b></p> <ol style="list-style-type: none"> <li>Director of Operations to maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. Director of Operations will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices.</li> <li>Develop a needs assessment for the purchase of additional technology (hardware/software) &amp; subscriptions to web-based materials.</li> <li>Purchase the following technology devices for instructional use:             <ul style="list-style-type: none"> <li>25 Laptops for students</li> <li>3 Laptops for staff</li> <li>Headphones for student use</li> <li>3 Document Cameras</li> <li>3 Projectors</li> </ul> </li> <li>Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection Report (FIT).</li> </ol>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>50,000 1000-3999: LCFF Base funds</li> <li>2,000 PCSGP 4000-4999</li> <li>2,000 PCSGP 4000-4999</li> <li>0 Prop 39</li> </ol>
<p><b><u>CURRICULUM</u></b></p> <ol style="list-style-type: none"> <li>Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-5, since curriculum has not been purchased since the implementation of the CCSS:             <ul style="list-style-type: none"> <li>Hebrew</li> <li>Delta Education (FOSS) Science Program</li> <li>Go Math</li> <li>Leveled Libraries</li> <li>Engage NY ELD</li> </ul> </li> </ol>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>20,000 PCSGP 4000-4999</li> </ol>

<ul style="list-style-type: none"> <li>• Units of Study from Columbia University (Teacher's College)</li> <li>• Character Counts</li> <li>• Reading A-Z</li> <li>• Fountas &amp; Pinnell Assessment Program</li> <li>• NWEA Assessment Program</li> </ul>			
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 100% of teachers will be appropriately credentialed and assigned.</li> <li>2. 100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>3. Ensure facilities are in good repair as documented in annual FIT Report</li> <li>4. Student access to technology – Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-6)</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b><u>HQT &amp; STAFF:</u></b></p> <ol style="list-style-type: none"> <li>6. Costs associated with BTSA Program for 6 teachers.</li> <li>7. Office Manager &amp; Director of Operations verifies teachers credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Office Manager, Director of Operations and live scans.</li> <li>8. Acquire, develop and retain 17 highly qualified teachers, 2 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc.</li> </ol>	Charterwide	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>4. 10,000 LCFF SUP, 5200</li> <li>5. 50,000 1000-3999: LCFF Base funds</li> <li>6. 640,000 1000-3999: LCFF Base funds</li> <li>5 22,000 PCSGP5200</li> <li>5 60,000 LCFF Sup 1000-3999 and 5800</li> </ol>

<p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</p> <p>9. Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.</p> <p>10. Costs for Special Education Services: Option 2 LAUSD SELPA. Personnel costs include:</p> <ul style="list-style-type: none"> <li>• Resource Specialist (See #2 above)</li> <li>• Occupational Therapist</li> <li>• Assisted Physical Education</li> <li>• Speech &amp; Language Specialist</li> <li>• Counselor</li> <li>• Psychologist</li> </ul>			
<p><b><u>FACILITY &amp; TECHNOLOGY</u></b></p> <p>5. Director of Operations to maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. Director of Operations will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices.</p> <p>6. Develop a needs assessment for the purchase of additional technology (hardware/software) &amp; subscriptions to web-based materials.</p> <p>7. Purchase the following technology devices for instructional use:</p> <ul style="list-style-type: none"> <li>• 25 Laptops for students</li> <li>• 3 Laptops for staff</li> <li>• Headphones for student use</li> <li>• 3 Document Cameras</li> <li>• 3 Projectors</li> </ul>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5. 50,000 1000-3999: LCFF Base funds</p> <p>6. 2,000 PCSGP 4000-4999</p> <p>7. 2,000 PCSGP 4000-4999</p> <p>8. 0 Prop 39</p>



<p>8. Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection Report (FIT).</p>			
<p><b><u>CURRICULUM</u></b></p> <p>2. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-6, since curriculum has not been purchased since the implementation of the CCSS:</p> <ul style="list-style-type: none"> <li>• Hebrew</li> <li>• Delta Education (FOSS) Science Program</li> <li>• Go Math</li> <li>• Leveled Libraries</li> <li>• Engage NY ELD</li> <li>• Units of Study from Columbia University (Teacher's College)</li> <li>• Character Counts</li> <li>• Reading A-Z</li> <li>• Fountas &amp; Pinnell Assessment Program</li> <li>• NWEA Assessment Program</li> </ul>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>2. 20,000 PCSGP 4000-4999</p>

<b>GOAL:</b>	<b>GOAL #2:</b> Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____								
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>Professional Development: CCSS in ELA/ELD, Math &amp; NGSS</li> <li>Professional Development on research-based instructional strategies</li> <li>Strengthen ELD Program</li> <li>Closely monitor &amp; provide supports for ELL's &amp; LTEL's</li> </ul>										
<b>Goal Applies to:</b>	Schools:	Lashon Academy	Applicable Pupil Subgroups: All								
<b>LCAP Year 1: 2016-17</b>											
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, &amp; NGSS</li> <li>100% of teachers will receive Professional Development on Research-based strategies.</li> <li>Will establish growth targets for continuously enrolled ELL's using CELDT Performance</li> <li>Develop a Plan to meet AMAO 1, AMAO 2 growth targets (English Proficiency of ELL's)</li> <li>Will establish reclassification rate once the school serves grades K-4</li> </ol>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Actions/Services</th> <th style="width: 10%;">Scope of Service</th> <th style="width: 45%;">Pupils to be served within identified scope of service</th> <th style="width: 10%;">Budgeted Expenditures</th> </tr> </thead> <tbody> <tr> <td data-bbox="96 743 840 1339"> <p><b>PROFESSIONAL DEVELOPMENT</b>                      Lashon Academy will provide extensive Professional Development for entire teaching staff and Principal on the following topics:</p> <ul style="list-style-type: none"> <li>Common Core State Standards ELA/ELD, Math, NGSS</li> <li>NWEA MAP Assessments</li> <li>Data Analysis</li> <li>Portfolio Reviews</li> <li>Writing Rubrics</li> <li>Differentiated Instruction</li> <li>Principles of Learning (POL)</li> </ul> <p>1. Provide 10-day Summer Professional Development for all teachers &amp; Principal</p> </td> <td data-bbox="840 743 1018 1339" style="text-align: center; vertical-align: middle;">                     Charterwide                 </td> <td data-bbox="1018 743 1795 1339"> <p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify) _____</p> </td> <td data-bbox="1795 743 2016 1339" style="vertical-align: top;">                     1-9. 50,000                      PCSGP and                      LCFF Sup                      1000-3999,                      5000-5999                 </td> </tr> </tbody> </table>	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	<p><b>PROFESSIONAL DEVELOPMENT</b>                      Lashon Academy will provide extensive Professional Development for entire teaching staff and Principal on the following topics:</p> <ul style="list-style-type: none"> <li>Common Core State Standards ELA/ELD, Math, NGSS</li> <li>NWEA MAP Assessments</li> <li>Data Analysis</li> <li>Portfolio Reviews</li> <li>Writing Rubrics</li> <li>Differentiated Instruction</li> <li>Principles of Learning (POL)</li> </ul> <p>1. Provide 10-day Summer Professional Development for all teachers &amp; Principal</p>	Charterwide	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify) _____</p>	1-9. 50,000 PCSGP and LCFF Sup 1000-3999, 5000-5999			
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<ol style="list-style-type: none"> <li>2. Provide 2 non-instructional days during the school year (September/March) to review/analyze data &amp; assess instructional practice.</li> <li>3. Provide 3 non-instructional days of Professional development throughout the year.</li> <li>4. Provide 5 days of Professional Development End-of-Year (non-instructional days)</li> <li>5. Costs for Consultants for Professional Development.</li> <li>6. Hebrew teachers will receive professional development from Hebrew Public Consultants in addition to professional development from Lashon Hebrew Consultant; includes Hebrew Curriculum and Instructional strategies.</li> <li>7. Provide learning opportunities for teachers and Principal through Conferences such as CCSA, NWEA and as requested that align with the school's educational program.</li> </ol>			
<p><b><u>ENGLISH LANGUAGE DEVELOPMENT: ELL</u></b></p> <ol style="list-style-type: none"> <li>1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely and use data to: <ul style="list-style-type: none"> <li>• Monitor the progress of ELL's and Reclassified Students (if applicable)</li> <li>• Determine the short and long-term needs of ELL's</li> <li>• Determine specific actions designed to accelerate language acquisition and learning for ELL's.</li> <li>• Embed ELD in ELA</li> <li>• Develop annual growth targets for ELL's (AMAO 1 &amp; AMAO 2)</li> </ul> </li> </ol>	<p>Schoolwide</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<ol style="list-style-type: none"> <li>1. 30,000 LCFF base 1000-3999</li> <li>2-5. \$0</li> </ol>



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<ul style="list-style-type: none"> <li>• Develop annual growth targets for ELL's (AMAO 1 &amp; AMAO 2)</li> <li>• Leveled Literacy Intervention</li> <li>• Identify supports that focus on supporting ELL's</li> <li>• ELD Strategies (Professional Development) &amp; Engage NY</li> </ul> <p>3. Provide ELL students with ELD instruction: 150 minutes of ELD weekly; 30 minutes of phonics/vocabulary daily.</p> <p>4. Principal will reclassify students annually based on school's reclassification criteria.</p> <p>5. All teachers will provide Integrated ELD (academic language development across all disciplines)</p>			
<b>LCAP Year 3: 2018-19</b>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, &amp; NGSS</li> <li>2. 100% of teachers will receive Professional Development on Research-based strategies.</li> <li>3. Will establish growth targets for continuously enrolled ELL's using CELDT Performance</li> <li>4. Develop a Plan to meet AMAO 1, AMAO 2 growth targets (English Proficiency of ELL's)</li> <li>5. Will establish reclassification rate once the school serves grades K-4</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
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<p><b><u>ENGLISH LANGUAGE DEVELOPMENT: ELL</u></b></p> <ol style="list-style-type: none"> <li>1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.</li> <li>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress and routinely and use data to: <ul style="list-style-type: none"> <li>• Monitor the progress of ELL's and Reclassified Students (if applicable)</li> <li>• Determine the short and long-term needs of ELL's</li> </ul> </li> </ol>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ol style="list-style-type: none"> <li>2. \$30,000 LCFF Base 1000-3999</li> </ol> <p>2-5. 0</p>

<ul style="list-style-type: none"><li>• Determine specific actions designed to accelerate language acquisition and learning for ELL's.</li><li>• Embed ELD in ELA</li><li>• Develop annual growth targets for ELL's (AMAO 1 &amp; AMAO 2)</li><li>• Leveled Literacy Intervention</li><li>• Identify supports that focus on supporting ELL's</li><li>• ELD Strategies (Professional Development) &amp; Engage NY</li></ul> <p>3. Provide ELL students with ELD instruction: 150 minutes of ELD weekly; 30 minutes of phonics/vocabulary daily.</p> <p>4. Principal will reclassify students annually based on school's reclassification criteria.</p> <p>5. All teachers will provide Integrated ELD (academic language development across all disciplines)</p>			
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<b>GOAL:</b>	<b>GOAL #3:</b> Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	<ul style="list-style-type: none"> <li>• CAASPP/SBAC Assessments</li> <li>• Common Core aligned benchmark assessments</li> </ul>			
Goal Applies to:	Schools:	Lashon Academy	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math</li> <li>3. Establish annual API growth targets</li> </ol>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b><u>ASSESSMENTS</u></b>  <ol style="list-style-type: none"> <li>1. Implement Fountas &amp; Pinnell Reading Assessments: 5 times/year.</li> <li>2. Administer NWEA Measures of Academic Progress (MAP) assessments in ELA &amp; Math for K-4: 3 times/year.</li> <li>3. Administer Benchmark Common Core aligned math assessments (Go Math)</li> <li>4. Administer Schoolwide writing assessment: 3 times/year.</li> <li>5. Administer Performance Tasks in ELA &amp; Math for Grade 3 and 4 students in preparation for SBAC/CAASPP assessments: 2 times/year.</li> </ol>		Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1-5. 0

<ol style="list-style-type: none"> <li>1. Implement PowerSchool Student Information System (SIS) with parent portal.</li> <li>2. Provide a typing class for all students in the computer lab. All students will have access to the web-based program for use at home.</li> <li>3. Provide Professional Development time for data analysis and collaboration.</li> </ol>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. 3,500 LCFF SUP 5000-5999</li> <li>2. 0</li> <li>3. 0</li> </ol>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math</li> <li>3. Establish annual API growth targets</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b><u>ASSESSMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Implement Fountas &amp; Pinnell Reading Assessments: 5 times/year.</li> <li>2. Administer NWEA Measures of Academic Progress (MAP) assessments in ELA &amp; Math for K-5: 3 times/year.</li> <li>3. Administer Benchmark Common Core aligned math assessments (Go Math)</li> <li>4. Administer Schoolwide writing assessment: 3 times/year.</li> <li>5. Administer Performance Tasks in ELA &amp; Math for Grade 3-5 students in preparation for SBAC/CAASPP assessments: 2 times/year.</li> </ol>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1-5. 0</p>

<ol style="list-style-type: none"> <li>1. Implement PowerSchool Student Information System (SIS) with parent portal.</li> <li>2. Provide a typing class for all students in the computer lab. All students will have access to the web-based program for use at home.</li> <li>3. Provide Professional Development time for data analysis and collaboration.</li> </ol>	<p>Charterwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> <li>1. 3,500 LCFF SUP 5000-5999</li> <li>2. 0</li> <li>3. 0</li> </ol>
<b>LCAP Year 3: 2018-19</b>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark assessments in ELA &amp; Mathematics</li> <li>2. Establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math</li> <li>3. Establish annual API growth targets</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b><u>ASSESSMENTS</u></b></p> <ol style="list-style-type: none"> <li>6. Implement Fountas &amp; Pinnell Reading Assessments: 5 times/year.</li> <li>7. Administer NWEA Measures of Academic Progress (MAP) assessments in ELA &amp; Math for K-6: 3 times/year.</li> <li>8. Administer Benchmark Common Core aligned math assessments (Go Math)</li> <li>9. Administer Schoolwide writing assessment: 3 times/year.</li> <li>10. Administer Performance Tasks in ELA &amp; Math for Grade 3-6 students in preparation for SBAC/CAASPP assessments: 2 times/year.</li> </ol>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1-5. 0</p>

<p>4. Implement PowerSchool Student Information System (SIS) with parent portal.</p> <p>5. Provide a typing class for all students in the computer lab. All students will have access to the web-based program for use at home.</p> <p>6. Provide Professional Development time for data analysis and collaboration</p>	<p>Charterwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>4. 3,500 LCFF SUP 5000-5999 5. 0 6. 0</p>
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<b>GOAL:</b>	<b>GOAL #4:</b> Increase resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• Parent participation in schoolwide events</li> <li>• Parent participation in decision-making input</li> <li>• Increase Attendance Rate</li> <li>• Decrease Chronic Absenteeism Rates</li> </ul>		
<b>Goal Applies to:</b>	Schools:	Lashon Academy	Applicable Pupil Subgroups: All
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school's program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> <li>4. Increase ADA by 1% by 2017-18 (0.33% increase annually)</li> <li>5. Decrease Chronic Absenteeism Rates by 1% by 2017-18</li> <li>6. Maintain suspension rates below 5%</li> <li>7. Maintain expulsion rates below 1%</li> <li>8. Administer annual stakeholder surveys.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b><u>PARENT PARTICIPATION/PARTNERSHIPS</u></b>                      At Lashon Academy, we strive to develop cohesive partnerships with parents that supports participation and/or involvement at the school and/or supporting their child's academic goals:</p> <ol style="list-style-type: none"> <li>1. Provide "Coffee with the Principal" – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.</li> <li>2. Administer a parent survey to receive input on relevant topics for parent workshops. Lashon Academy will host at least 2 parent workshops during the school year.</li> <li>3. Provide parent training on PowerSchool (Parent portal)</li> </ol>	Charterwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1-4. 0

<p>4. Host schoolwide events:</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Back to School Night</li> <li>• Preparing for SBAC/CAASPP Assessments</li> </ul> <p>5. Hire a bilingual Behavior Dean to increase parent partnerships, satisfaction and address needs/concerns.</p>			<p>1. 40,000 LCFF Sup 1000-3999</p>
<p><b><u>PARENT DECISION-MAKING/INPUT</u></b> At Lashon Academy, parent-decision-making input takes place in the following ways:</p> <ol style="list-style-type: none"> <li>1. Host at least 2 ELAC meetings annually to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</li> <li>2. Establish and host at least 2 School Site Council (SSC) Meetings annually to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>3. Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).</li> </ol>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-3. 0</p>
<p><b><u>SCHOOL CLIMATE</u></b></p> <ol style="list-style-type: none"> <li>1. Implement Character Counts Curricular Program school wide. Coordinator will be in charge of implementation. Costs for coordinator.</li> <li>2. Host monthly schoolwide assemblies to recognize students who exemplify the 10 Character Count Traits, 1 character trait per month, and students who exude exemplary behavior.</li> <li>3. Host an assembly each trimester to recognize students for the following:</li> </ol>	<p>Charterwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. 30,000 LCFF Sup 1000-3999 2-4. 0</p>

<ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Attendance</li> <li>• “Most improved”</li> </ul> <p>4. Host annual Parent/student orientation, where discussion takes place on the school’s program, expectations, policies &amp; procedures, parent/student handbook, and SARB process/accountability.</p>			
<b>LCAP Year 2: 2017-18</b>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school’s program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> <li>4. Increase ADA by 1% by 2017-18 (0.33% increase annually)</li> <li>5. Decrease Chronic Absenteeism Rates by 1% by 2017-18</li> <li>6. Maintain suspension rates below 5%</li> <li>7. Maintain expulsion rates below 1%</li> <li>8. Administer annual stakeholder surveys.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b><u>PARENT PARTICIPATION/PARTNERSHIPS</u></b>            At Lashon Academy, we strive to develop cohesive partnerships with parents that supports participation and/or involvement at the school and/or supporting their child’s academic goals:</p> <ol style="list-style-type: none"> <li>1. Provide “Coffee with the Principal” – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.</li> <li>2. Administer a parent survey to receive input on relevant topics for parent workshops. Lashon Academy will host at least 2 parent workshops during the school year.</li> <li>3. Provide parent training on PowerSchool (Parent portal)</li> <li>4. Host schoolwide events:</li> </ol>	Charterwide	<p><u>X</u>_ALL            -----            OR:            ___Low Income pupils ___English Learners            ___Foster Youth ___Redesignated fluent English proficient            ___Other Subgroups:(Specify)_____</p>	1-4. 0

<ul style="list-style-type: none"> <li>• Open House</li> <li>• Back to School Night</li> <li>• Preparing for SBAC/CAASPP Assessments</li> </ul> <p>5. Hire a bilingual Behavior Dean to increase parent partnerships, satisfaction and address needs/concern.</p>			<p>5 40,000 LCFF Sup 1000-3999</p>
<p><b><u>PARENT DECISION-MAKING/INPUT</u></b> At Lashon Academy, parent-decision-making input takes place in the following ways:</p> <ol style="list-style-type: none"> <li>1. Host at least 2 ELAC meetings annually to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</li> <li>2. Establish and host at least 2 School Site Council (SSC) Meetings annually to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</li> <li>3. Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).</li> </ol>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-3. 0</p>
<p><b><u>SCHOOL CLIMATE</u></b></p> <ol style="list-style-type: none"> <li>1. Implement Character Counts Curricular Program school wide. Coordinator will be in charge of implementation. Costs for coordinator.</li> <li>2. Host monthly schoolwide assemblies to recognize students who exemplify the 10 Character Count Traits, 1 character trait per month, and students who exude exemplary behavior.</li> </ol>	<p>Charterwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. 30,000 LCFF Sup 1000-3999  2-4. 0</p>



<p>3. Host an assembly each trimester to recognize students for the following:</p> <ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Attendance</li> <li>• “Most improved”</li> </ul> <p>4. Host annual Parent/student orientation, where discussion takes place on the school’s program, expectations, policies &amp; procedures, parent/student handbook, and SARB process/accountability.</p>			
<b>LCAP Year 3: 2018-19</b>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school’s program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> <li>4. Increase ADA by 1% by 2020-21 (0.33% increase annually)</li> <li>5. Decrease Chronic Absenteeism Rates by 1% by 2020-21</li> <li>6. Maintain suspension rates below 5%</li> <li>7. Maintain expulsion rates below 1%</li> <li>8. Administer annual stakeholder surveys.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b><u>PARENT PARTICIPATION/PARTNERSHIPS</u></b>                  At Lashon Academy, we strive to develop cohesive partnerships with parents that supports participation and/or involvement at the school and/or supporting their child’s academic goals:</p> <p>6. Provide “Coffee with the Principal” – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.</p> <p>7. Administer a parent survey to receive input on relevant topics for parent workshops. Lashon Academy will host at least 2 parent workshops during the school year.</p> <p>8. Provide parent training on PowerSchool (Parent portal)</p>	Charterwide	<p>X_ALL                  -----                  OR:                  __Low Income pupils __English Learners                  __Foster Youth __Redesignated fluent English proficient                  __Other Subgroups:(Specify)_____</p>	1-4. 0

<p>9. Host schoolwide events:</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Back to School Night</li> <li>• Preparing for SBAC/CAASPP Assessments</li> </ul> <p>10. Hire a bilingual community liaison and Behavior Dean to increase parent partnerships, satisfaction and address needs/concern.</p>			<p>5 40,000 LCFF Sup 1000-3999</p>
<p><b><u>PARENT DECISION-MAKING/INPUT</u></b> At Lashon Academy, parent-decision-making input takes place in the following ways:</p> <p>4. Host at least 2 ELAC meetings annually to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</p> <p>5. Establish and host at least 2 School Site Council (SSC) Meetings annually to address the school's Title I program, and the academic support programs to increase ELA &amp; Math student academic achievement.</p> <p>6. Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).</p>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-3. 0</p>
<p><b><u>SCHOOL CLIMATE</u></b></p> <p>5. Implement Character Counts Curricular Program school wide. Coordinator will be in charge of implementation. Costs for coordinator.</p> <p>6. Host monthly schoolwide assemblies to recognize students who exemplify the 10 Character Count Traits, 1 character trait per month, and students who exude exemplary behavior.</p>	<p>Charterwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>2. 30,000 LCFF Sup 1000-3999</p> <p>2-4. 0</p>

<p>7. Host an assembly each trimester to recognize students for the following:</p> <ul style="list-style-type: none"><li>• Academic performance</li><li>• Attendance</li><li>• "Most improved"</li></ul> <p>8. Host annual Parent/student orientation, where discussion takes place on the school's program, expectations, policies &amp; procedures, parent/student handbook, and SARB process/accountability.</p>			
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## Annual Update

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

**Guiding Questions:**

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

Original GOAL from prior year LCAP:	<b>GOAL #1:</b> To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Lashon Academy	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers will be appropriately credentialed and assigned.</li> <li>100% of students will have access to Common Core aligned ELA &amp; Math Curriculum.</li> <li>Ensure facilities are in good repair as documented in annual FIT Report</li> <li>Student access to technology – Student to Computer ratio: 4:1</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers are appropriately credentialed and assigned appropriately.</li> <li>All students have access to Common Core aligned curriculum in ELA and Math. List of Common Core curriculum is listed in the Textbook Inventory.</li> <li>Facilities report documents that all facilities are in good repair and recorded appropriately in the annual FIT report.</li> <li>Student computer ratio is 4:1</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<b><u>HQT &amp; STAFF:</u></b>			
<ol style="list-style-type: none"> <li>Costs associated with BTSA Program for 3 teachers.</li> </ol>	<ol style="list-style-type: none"> <li>9,000 LCFF SUP, 5200</li> </ol>	<ol style="list-style-type: none"> <li>Five teachers entered or continued with the BTSA program                             <ul style="list-style-type: none"> <li>Two teachers are completing their BTSA program and receiving a Clear Credential</li> <li>Three teachers started the BTSA year 1 program</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>3,000 LCFF SUP 5200</li> </ol>
<ol style="list-style-type: none"> <li>Office Manager &amp; Director of Operations verifies teacher's credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Office Manager, Director of Operations and live scans.</li> </ol>	<ol style="list-style-type: none"> <li>40,000, 1000-3999: LCFF Base funds</li> <li>440,000 1000-3999: LCFF Base funds</li> </ol>	<ol style="list-style-type: none"> <li>Human Resource Hiring Guide was created and implemented to ensure:                             <ul style="list-style-type: none"> <li>All credentials are appropriately obtained and issue dates or expiration dates are monitored</li> <li>CLAD certification and NCLB are verified with oversight both by the office manager and Director of Operations</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>42,000 1000-3999 Base funds</li> <li>550,000 1000-3999: LCFF</li> </ol>

<p>3. Acquire, develop and retain 10 highly qualified teachers, 1 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc.</p> <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</p> <p>4. Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.</p> <p>5. Costs for Special Education Services: Option 2 LAUSD SELPA. Personnel costs include:</p> <ul style="list-style-type: none"> <li>• Resource Specialist (See #2 above)</li> <li>• Occupational Therapist</li> <li>• Assisted Physical Education</li> <li>• Speech &amp; Language Specialist</li> <li>• Counselor</li> <li>• Psychologist</li> </ul>	<p>4. 22,000 PCSGP 5200</p> <p>5.60,000 LCFF Sup 1000-3999 and 5800</p>	<ul style="list-style-type: none"> <li>• Live Scan is verified by both the office manager and Director of Operations. Documentation is signed and placed in employee file</li> </ul> <p>3. 8 highly qualified teachers and 1 SPED teacher were acquired and retained. Due to facility space we had an enrollment of 8 classrooms, which counts for the 2 teacher reduction from our original plan of 10 teachers. Principal provided professional development training, 3- yearly formal observations as documented in employee files, met with parents through parent meetings in addition to creating a monthly coffee with the principal schedule.</p> <p>4. Summer and yearly Professional Development was provided for all teachers on the following:</p> <ul style="list-style-type: none"> <li>• Common Core Standards Implementation</li> <li>• Special Education Accommodations and Modifications</li> <li>• Effective SST processes and procedures</li> <li>• Reader's and Writer's Workshop Model</li> <li>• ELD standards and strategies</li> <li>• Gradebook and Grading Policies</li> <li>• Incorporating ELA through Math curriculum</li> </ul> <p>5. All Special Education service minutes were provided by Lashon Academy's full time mild/moderate special education teacher. Total Education Solutions was contracted to provide all service providers for the following services:</p> <ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Adapted Physical Education</li> <li>• Speech and Language Specialist</li> <li>• Counselor</li> <li>• Psychologist</li> </ul>	<p>Base funds</p> <p>4. 22,000 PCSGP 5200</p> <p>5. 60,000 LCFF Sup 1000-3999 and 5800</p>
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Scope of service: Schoolwide		Scope of service: Schoolwide	
X_ALL		X_ALL	
OR:  __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR:  __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p><b><u>FACILITY &amp; TECHNOLOGY</u></b></p> <ol style="list-style-type: none"> <li>Director of Operations to maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. Director of Operations will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices.</li> <li>Develop a needs assessment for the purchase of additional technology (hardware/software) &amp; subscriptions to web-based materials.</li> <li>Purchase the following technology devices for instructional use:           <ul style="list-style-type: none"> <li>25 Laptops for students</li> <li>3 Laptops for staff</li> <li>Headphones for student use</li> <li>7 Document Cameras</li> <li>3 Projectors</li> </ul> </li> <li>Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection Report (FIT).</li> </ol>	<p>1.50,000 1000-3999: LCFF Base funds</p> <p>2.2,000 PCSGP 4000-4999</p> <p>3. 2,000 PCSGP 4000-4999</p> <p>4.0 prop39</p>	<ol style="list-style-type: none"> <li>Lashon Academy maintained a computer lab for students to use during instructional time for 60-90 minutes a week. All computes were updated regularly and schoolwide bandwidth was appropriate for all NWEA assessments, school programs, and SBAC testing.</li> <li>Needs assessment was conducted through input from staff, students, Director of Operations, and Principal. NWEA subscription will be renewed, students will continue with typing program, Reading A-Z subscription renewed, and implementation of the Go Math curriculum online student resource system.</li> <li>Lashon Academy provided 25 additional student laptops for student use in the class and/or computer lab. Each student had access to a laptop, head phones, NWEA assessments, SBAC assessments, and computer typing program. All instructional staff had a laptop, projector, and document camera to use for classroom instruction.</li> <li>Campus inspection through LAUSD facilities report with no repairs or concerns needed.</li> </ol>	<p>1.55,000 1000-3999: LCFF Base funds</p> <p>2.2,000 PCSGP 4000-4999</p> <p>3. 2,800 PCSGP 4000-4999</p> <p>4.0 prop39</p>

Scope of service:	Schoolwide		Scope of service:	Charterwide	
<u>X</u> _ALL			<u>X</u> _ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p><b><u>CURRICULUM</u></b></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-3, since curriculum has not been purchased since the implementation of the CCSS:</p> <ul style="list-style-type: none"> <li>• Hebrew</li> <li>• Scholastic Reading Intervention Program</li> <li>• Studies Weekly (History &amp; Science)</li> <li>• Envision Math</li> <li>• Leveled Libraries</li> <li>• Engage NY ELD</li> <li>• Units of Study from Columbia University (Teacher’s College)</li> <li>• Typing without Tears – computer literacy and typing skills</li> <li>• Character Counts</li> <li>• Reading A-Z</li> <li>• Starfall</li> <li>• BrainPop</li> </ul>		<p>1. 20,000 PCSGP 4000-4999</p>	<p>1. All students have access to Common Core aligned curriculum. List of purchased Common Core aligned curriculum inventory is listed below:</p> <ul style="list-style-type: none"> <li>• Pearson’s Envisions Math</li> <li>• Scholastic Reading Intervention Program</li> <li>• Booksource: Leveled student classroom reading libraries</li> <li>• Studies Weekly: Science and History Program</li> <li>• Units of Study from Columbia University-ELA/ELD curriculum</li> </ul> <p>Lashon Academy has purchased the following supplemental curriculum resources:</p> <ul style="list-style-type: none"> <li>• Hebrew authentic reading materials</li> <li>• EngageNY supplemental ELD modules</li> <li>• Typing Without Tears- used by all students for keyboarding and computer skills weekly in the computer lab</li> <li>• Cloud9 character counts program-implemented schoolwide to emphasize our positive school behavior plan. Resources provided for each teacher and class.</li> <li>• Reading A-Z subscription renewed for all classes to have access to ELA reading material and ELD support materials.</li> <li>• Starfall was used primarily by our K-1 team. Due to the redundancy of content, we did not renew the subscription for BrainPop.</li> </ul>		<p>1. 20,000 PCSGP 4000-4999</p>
Scope of service:	Schoolwide		Scope of service:	Schoolwide	



<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to add additional funding for the increase in teachers that are entering the BTSA clear credential induction program.</p>		

Original GOAL from prior year LCAP:	<b>GOAL #2:</b> Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7_ 8_ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Lashon Academy	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, &amp; NGSS</li> <li>100% of teachers will receive Professional Development on Research-based strategies.</li> <li>Will establish growth targets for continuously enrolled ELL's using CELDT Performance</li> <li>Develop a Plan to meet AMAO 1, AMAO 2 growth targets (English Proficiency of ELL's)</li> </ol> <p>Will establish reclassification rate once the school serves grades K-4</p>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of all teachers received professional development of ELA/ELD frameworks, math &amp; NGSS</li> <li>100% of all teachers received professional development on research-based strategies</li> <li>Yes, growth targets for continuously enrolled ELL's using CELDT performance were established. Students will increase performance bands as follows: Students EL level 1 will increase to level 2 in 1 academic year. Students EL level 2 will increase to level 3 in 1 academic year. Students EL level 3 will increase to level 4 in 2 or fewer years. Students EL 4 will reclassify within 1 academic year.</li> <li>All ELL's will reach 42% or above proficiency in ELA as measured by internal benchmarks in year 1. All ELL's will reach 45% or above proficiency in ELA as measured by internal benchmarks in year 2. As a new school we will look at our data every year to adjust to make sure we are meeting and setting high standards for our students.</li> <li>Reclassification rate is established at 8% for the 2016-2017 school year.</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<b>PROFESSIONAL DEVELOPMENT</b> Lashon Academy will provide extensive Professional Development for entire teaching staff and Principal on the following topics:	1-9: 50,000 PCSGP and	Professional Development during the 2015-16 school year included the following topics: <ul style="list-style-type: none"> <li>Common Core Performance Tasks &amp; Assessment Shifts</li> </ul>	1-9: 50,000 PCSGP and

<ul style="list-style-type: none"> <li>• Common Core State Standards ELA/ELD, Math, NGSS</li> <li>• NWEA MAP</li> <li>• Data Analysis</li> <li>• Portfolio Reviews</li> <li>• Writing Rubrics</li> <li>• How to calibrate between each grade</li> <li>• Principles of Learning (POL)</li> </ul> <ol style="list-style-type: none"> <li>1. Provide 10-day Summer Professional Development for all teachers &amp; Principal</li>   <li>2. Provide 2 non-instructional days during the school year (September/March) to review/analyze data &amp; assess instructional practice.</li> <li>3. Provide 3 non-instructional days of Professional development in the Winter.</li> <li>4. Provide 5 days of Professional Development End-of-Year (non-instructional days)</li> <li>5. Provide staff development/professional development every Friday during the school year.</li> <li>6. Provide 1-week Summer Professional Development</li> <li>7. Costs for Consultants for Professional Development.</li> </ol>	<p>LCFF Sup 1000-3999, 5000-5999</p>	<ul style="list-style-type: none"> <li>• Understanding the common core standards</li> <li>• CCSS Assessments and NWEA MAP reports</li> <li>• ELD Portfolio</li> <li>• Fountas &amp; Pinnell Assessment Data Analysis</li> <li>• CCSS: Writing rubrics (narrative, informative, opinion)</li> <li>• CCSS: Thinking Across Grade Levels &amp; Content Areas in Writing &amp; Math</li> <li>• Principals of Learning-Independent Learners</li> </ul> <ol style="list-style-type: none"> <li>1. Summer Professional Development was provided for all teachers on the following: <ul style="list-style-type: none"> <li>• Common Core: Launching CCSS</li> <li>• Special Education: IEP Basics &amp; Student Passports</li> <li>• Gradebook Procedures</li> <li>• Reader's Writers Workshop</li> <li>• Envisions math program</li> <li>• NWEA assessments</li> </ul> </li> <li>2. Teachers participated in 2 professional development days in which they analyzed both NWEA assessment data and Fountas &amp; Pinnell reading data. Teachers worked in grade level groups to create growth targets and develop student groups based on academic needs and targeted instruction.</li> <li>3. Teachers attended 3 professional development days during January to focused on differentiated instruction, SBAC performance tasks and testing for 3<sup>rd</sup> grade, and community building.</li> <li>4. Teachers will attend professional development days from June 13-17.</li> <li>5. Teacher met every Friday from 1:30-3:45 to work in grade level planning teams, schoolwide for instructional strategy training, and professional development through our ELA consultant, Literacy Partners.</li> <li>6. The 1-week summer professional development is the 5 days at the end-of-the year addressed above in June.</li> </ol>	<p>LCFF Sup 1000-3999, 5000-5999</p>
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<p>8. Hebrew teachers will receive professional development from Hebrew Center Consultants; includes Hebrew Curriculum and Instructional strategies.</p> <p>9. Provide learning opportunities for teachers and Principal through Conferences such as CCSA, NWEA and as requested that align with the school's educational program.</p>		<p>7. Lashon Academy contracted with both Literacy Partners for Reader's and Writer's professional Development.</p> <p>8. Dalit Shtevy and the Hebrew Public network for Hebrew professional development.</p> <p>9. Both an elected staff member and the Principal attended the CCSA conference in Long Beach and the NWEA regional training on Understanding MAP reports in Los Angeles.</p>	
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b><u>ENGLISH LANGUAGE DEVELOPMENT: ELL</u></b></p> <p>1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.</p> <p>2. Principal &amp; teachers as a PLC will analyze data and discuss student progress routinely and use data to:</p> <ul style="list-style-type: none"> <li>• Monitor the progress of ELL's and Reclassified Students (if applicable)</li> <li>• Determine the short and long-term needs of ELL's</li> <li>• Determine specific actions designed to accelerate language acquisition and learning for ELL's.</li> <li>• Embed ELD in ELA</li> <li>• Develop annual growth targets for ELL's (AMAO 1 &amp; AMAO 2)</li> <li>• Leveled Literacy Intervention</li> <li>• Identify supports that focus on supporting ELL's</li> </ul>	<p>1. 30,000 LCFF Sup 1000-3999</p> <p>2. \$0</p>	<p>1. CELDT coordinator effectively created the testing schedule and administered the CELDT test for all of our initial and annual assessments.</p> <p>2. Principal and teachers worked during weekly Friday and yearly professional development time to analyze and monitor student progress:</p> <ul style="list-style-type: none"> <li>a. Lashon Academy purchased the Leveled Literacy Intervention program for all students. Small group intervention sessions were created based on ELA benchmark data, ELD CELDT results, and NWEA data. Students worked in 6-week sessions based on academic need.</li> <li>b. CELDT coordinator, principal, and teachers met regularly to monitor the progress of the EL students and those recently reclassified.</li> <li>c. Based on the workshop model for ELA instruction, students worked in workshop groups, which enabled instruction to be at each student's individual level.</li> </ul>	<p>1. 30,000 LCFF Sup 1000-3999</p> <p>2. 0</p>

<ul style="list-style-type: none"> <li>• ELD Strategies (Professional Development) &amp; Engage NY</li> </ul> <p>3. Provide ELL students with daily ELD instruction: 30 minutes of ELD; 30 minutes of phonics.</p> <p>4. Principal will reclassify students annually based on school's reclassification criteria.</p> <p>5. All teachers will provide Integrated ELD (academic language development across all disciplines)</p>	<p>3. \$0 4. \$0</p> <p>\$0</p>	<p>d. Teachers tracked students that were re-designated through data from benchmark exams, Fountas &amp; Pinnell reading tests, and unit tests to monitor progress. Students not meeting grade level expectations were placed in an intervention group and/or an instructional aide was made available to assist in the class.</p> <p>e. Teachers participated in ELD strategy focused professional development in which various instructional methods were modeled.</p> <p>f. Teachers maintained a portfolio for each student in addition to an ELD portfolio, which was used to monitor progress. Portfolios were used to communicate progress to parents, track instructional needs, and at staff collaboration meetings. Assessment data and portfolio work was used for instructional lesson planning.</p> <p>3. Lashon Academy daily schedule reflects 30min of ELD instruction and 30 min of phonics/vocabulary instruction throughout the week.</p> <p>4. Lashon Academy's EL Master Plan details the criteria for reclassification. Based on this criteria 11% of our English Learners were classified for the 2015-16 year.</p> <p>5. Lashon Academy provided professional development days throughout the year that focused on SDAIE and ELD strategies that can be used across disciplines and effective for all learners. Literacy Partners also provided strategies to be used during the ELA and integrated ELD instructional time.</p>	<p>3. 0 4. 0 5. 0</p>
<p>Scope of service: Schoolwide</p> <p><u>X</u>_ALL</p>		<p>Scope of service: Charterwide</p> <p><u>X</u>_ALL</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will look to change the ELD minutes from a daily to weekly increment (150 minute weekly), which will allow us to give 2-3 longer periods of ELD leveled instruction. Our ELA instruction will continue to embed ELD, however the designated ELD time will be broken by level. We feel leveled and direct instruction will allow the teachers to focus on direct skills necessary to move ELD students closer to re-designation, which in turn will increase our yearly re-designation rate.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p><b>GOAL #3:</b> Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development &amp; collaborative learning time</p>		<p>Related State and/or Local Priorities:                  1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__                  COE only: 9__ 10__                  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: Lashon Academy</p>		<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>Will establish growth targets for Benchmark assessments in ELA &amp; Mathematics, upon release of the 2016 SBAC/CAASPP results</li> <li>Will establish growth targets for CAASPP/SBAC assessments in ELA &amp; Math, upon release of the 2016 SBAC/CAASPP results</li> </ol> <p>2016 API will serve as a Baseline</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>This was Lashon Academy's first year of SBAC testing with our 3<sup>rd</sup> grade class. We will establish growth targets upon release of results. An internal benchmark calendar has been established for the 2016-2017 school year including assessments for math, reading, and writing.</li> <li>Will establish growth targets for SBAC assessments in ELA &amp; Math upon release of the 2016 results. Principal and curriculum lead teacher is scheduled for a data analysis meeting to discuss results of released data. 2016 results will serve as baseline data</li> </ol>
<p><b>LCAP Year: 2015-16</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p><b><u>ASSESSMENTS</u></b></p> <ol style="list-style-type: none"> <li>Implement Fountas &amp; Pinnell Reading Assessments: 5 times/year.</li> <li>Administer NWEA Measures of Academic Progress (MAP) assessments in ELA &amp; Math for K-3: 3 times/year.</li> <li>Administer Benchmark Common Core aligned math assessments (Envision)</li> <li>Administer Schoolwide writing assessment: 3 times/year.</li> </ol>	<p>1-5. \$0</p>	<ol style="list-style-type: none"> <li>Fountas and Pinnell Reading Assessments were administered in September, November, January, March and June.</li> <li>NWEA assessments were administered in November, February, and May.</li> <li>Teachers administered grade level Math End of Unit assessments using the Envisions curriculum.</li> <li>Schoolwide writing assessments were administered as follows: October (narrative), February (informative), and May (opinion).</li> </ol>	<p>1-5 0</p>

<p>5. Administer Performance Tasks in ELA &amp; Math for Grade 3 students in preparation for SBAC/CAASPP assessments: 2 times/year</p> <p>6. Purchase/Implement PowerSchool Student Information System (SIS) with parent portal.</p> <p>7. Provide a typing class for all students in the computer lab. All students will have access to the web-based program for use at home.</p> <p>8. Provide 1 field trip per year per grade level.</p>	<p>1. 3,500 LCFF SUP 5000-5999</p> <p>2. 0</p>	<p>5. Performance tasks in ELA and Math were administered to all 3<sup>rd</sup> grade students in January and February. Results were used to create intervention groups that met for tutoring sessions once a week.</p> <p>6. Lashon Academy provided a parent workshop on accessing and using the parent portal through PowerSchool. Parents use this portal to check attendance, grading, and report cards. All student progress reports are issued through the parent portal.</p> <p>7. All students have access to Typing Without Tears for use in the computer lab and can access their account from any computer with internet access.</p> <p>8. Students attended the following field trips:</p> <p style="padding-left: 40px;">a. K-3: Tree People Organization</p> <p style="padding-left: 40px;">b. 2<sup>nd</sup>/3<sup>rd</sup>: Dance Ensemble Performance</p>	<p>6. 3500 LCFF SUP 5000-5999</p> <p>7. 1000 LCFF SUP</p> <p>8. 2200 Fundraiser</p>
<p>Scope of service: Charterwide</p>		<p>Scope of service: Charterwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to add baseline data and growth target goals once the SBAC 2016 results are released.</p>		



Original GOAL from prior year LCAP:	<b>GOAL #4:</b> Increase resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.		Related State and/or Local Priorities: 1_ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Lashon Academy			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Provide parents with opportunities for decision-making input in the school's program.</li> <li>2. Increase parent participation in schoolwide programs/events.</li> <li>3. Administer annual parent surveys to obtain feedback/input.</li> <li>4. Increase ADA by 1% by 2017-18 (0.33% increase annually)</li> <li>5. Decrease Chronic Absenteeism Rates by 1% by 2017-18</li> <li>6. Maintain suspension rates below 5%</li> <li>7. Maintain expulsion rates below 1%</li> <li>8. Administer annual student surveys.</li> </ol>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Parents participate in decision-making input through the School Site Council (SSC); English Language Advisory Committee (ELAC); and Parent Teacher Organization (PTO).</li> <li>2. Parents participate in school wide events and in monthly parent meetings hosted by the Principal.</li> <li>3. Annual parent survey participation rate: 49%</li> <li>4. Student Engagement – 2015-16 Attendance Rate: 95.8%</li> <li>5. Chronic Absenteeism Rate - 2015-16: 5.5%</li> <li>6. School Climate – 2015-16 Suspension Rate: 0%</li> <li>7. 2015-16 Expulsion Rate: 0%</li> <li>8. Annual student survey administered in May</li> </ol>
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p><b><u>PARENT PARTICIPATION/PARTNERSHIPS</u></b> At Lashon Academy, we strive to develop cohesive partnerships with parents that supports participation and/or involvement at the school and/or supporting their child's academic goals:</p> <ol style="list-style-type: none"> <li>1. Provide "Coffee with the Principal" – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.</li> <li>2. Administer a parent survey to receive input on relevant topics for parent workshops. Lashon Academy will host at least 2 parent workshops during the school year.</li> </ol>	<p>1-4. 0 5 40,000 LCFF BASE 1000-3999</p>	<ol style="list-style-type: none"> <li>1. Coffee with the Principal is structured to allow parents to decide on the agenda topics and express comments/concerns anonymously by leaving in our comment box, which become the items up for discussion. Our meetings were held on: Sept. 3, Oct. 1, Dec. 3, Feb. 4, Mar. 3, Apr. 7, and June 2.</li> <li>2. Lashon Academy administered a parent survey in English and Spanish in which information was used to plan topics for parent workshops. The workshops</li> </ol>	<p>1-4. 0 5 40,000 LCFF BASE 1000-3999</p>	

<p>3. Provide parent training on PowerSchool (Parent portal)</p> <p>4. Host schoolwide events:</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Back to School Night</li> <li>• Preparing for SBAC/CAASPP Assessments</li> </ul> <p>5. Hire a bilingual community liaison to increase parent partnerships, satisfaction and address needs/concern.</p>		<p>offered this year were: How to access and use the parent portal through PowerSchool, Understanding the SBAC and How to Help Your Child, Positive Discipline, and Understanding my Child's Data.</p> <p>3. Lashon Academy held a parent workshop on the parent portal and accessing PowerSchool.</p> <p>4. Lashon Academy hosted the following events:</p> <ul style="list-style-type: none"> <li>a. Open House: May 25<sup>th</sup></li> <li>b. Back to School Night: September 9<sup>th</sup></li> <li>c. Preparing for the SBAC: February 5<sup>th</sup></li> </ul> <p>5. Lashon Academy hired a bilingual community liaison that was able to address concerns along with our office manager who also works to increase parent satisfaction and addresses needs/concerns.</p>	
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b><u>PARENT DECISION-MAKING/INPUT</u></b>          At Lashon Academy, parent-decision-making input takes place in the following ways:</p> <p>1. Host at least 2 ELAC meetings annually to address the school's Title III/ELL/LTEL Educational Program; address the ELD program and develop methods to support student learning.</p> <p>2. Establish and host at least 2 School Site Council (SSC) Meetings annually to address the school's Title I</p>	<p>1-3.0</p>	<p>1. Lashon Academy has established an English Language Advisory Council (ELAC) that meets to address the ELD program and develop methods to support student learning. The ELAC focused this year on areas of technology to support student learning and the need for more direct leveled instruction.</p>	<p>1-3 0</p>

<p>program, and the academic support programs to increase ELA &amp; Math student academic achievement.</p> <p>3. Continue to support parent participation and involvement the Parent Teacher Organization (PTO).</p>		<p>2. Lashon Academy has established a School Site Council that meets to address the academic support programs and increase ELA &amp; Math achievement. Through SSC discussions and input the school took under advisement the areas of concern with the Math curriculum and the need for increased integration of ELA during the math instructional block.</p> <p>3. Lashon Academy has established an active PTO, which meet monthly. The PTO has been very successful with fundraising, providing extra-curricular activities, providing supplemental library materials, and sponsoring many parent events.</p>	
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>SCHOOL CLIMATE</b></p>			
<p>1. Implement Character Counts Curricular Program school wide. Coordinator will be in charge of implementation. Costs for coordinator.</p> <p>2. Host monthly schoolwide assemblies to recognize students who exemplify the 10 Character Count Traits, 1 character trait per month, and students who exude exemplary behavior.</p> <p>3. Host an assembly each trimester to recognize students for the following:</p>	<p>1. 30,000 LCFF base 1000-3999 2-4. 0</p>	<p>1. Lashon Academy implemented a character counts program through Cloud9 programs. The coordinator assigns the monthly character traits, trains staff during a Friday professional development day, monitors to make sure teachers are implementing and how students are responding to activities, brings the program to a schoolwide level by training yard and support staff.</p> <p>2. The coordinator has held monthly recognition assemblies and handed out awards to those students exemplifying the trait. In addition, each assembly focuses on the next month's trait by introducing the character and story.</p>	<p>1. 30,000 LCFF base 1000-3999 2. 2-4. 0</p>

<ul style="list-style-type: none"> <li>• Academic performance</li> <li>• Attendance</li> <li>• “Most improved”</li> </ul> <p>4. Host annual Parent/student orientation, where discussion takes place on the school’s program, expectations, policies &amp; procedures, parent/student handbook, and SARB process/accountability.</p>		<p>3. Lashon Academy will hold the academic performance, attendance, and most improved award assembly in June. We did not hold each trimester as originally planned due to staff input. Instead, classroom recognition was done through the teacher in each class to recognize attendance, most improved and academic goal setting performance.</p> <p>4. Parent/student orientation took place on August 13<sup>th</sup>. Morning session was for all kindergarten students and families and the afternoon session was for 1<sup>st</sup>-3<sup>rd</sup> grade students and families. Parents were able to attend an orientation that outlined the school’s program, expectations, parent handbook, and attendance policies/procedures. Students were able to engage in a “get to know you” activity with their teacher and classmates in their classroom.</p>	
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Lashon Academy will move forward to ensure that implementation of a school wide performance and behavior assembly is taking place each trimester. Success with parent outreach and events will result in Lashon Academy adding more opportunities for parent engagement.</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 197,372.00
<p>Stakeholder input in combination with schoolwide data on student performance supports the continued improvement of the school. Lashon Academy has committed these funds to support the academic and social-emotional needs of English Language Learners, Low-Income and Foster Youth. Lashon Academy is expending funds in the 2016-17 school year in the following ways:</p> <ul style="list-style-type: none"> <li>• Hiring of additional specialized staff for Intervention and targeted instruction, CELDT testing and providing academic support</li> <li>• Purchase of Leveled Libraries</li> <li>• Purchase of Reading A to Z for all grade levels and Leveled Literacy Library Intervention Program</li> <li>• Professional Development on CCSS ELA/ELD Frameworks, Differentiation, and Character Education</li> </ul>	

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

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

13.66	%
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The services in the LCAP far exceed the 13.66% increased or improved services for unduplicated students as compared to the services provided the prior year. In order to ensure equity, we recognize the need to improve and expand services for our students in need. Consistent with our core vision, goals and schoolwide action plan, the actions and services outlined and described in Sections 2, 3A and 3B are designed to ameliorate academic achievement for ELL, Low-income and Foster Youth.

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).