

# Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Lashon Academy Charter School		
Contact Name	Daniela Anino	Title	Principal
Email	danino@lashonacademy.org	Phone	818.514.4556

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## **2017-20 Plan Summary**

### **The Story**

Briefly describe the students and community and how the LEA serves them.

The Lashon Academy Charter School Administration and Board of Directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school has developed a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs in a safe and supportive environment.

Lashon Academy Charter School serves as an independent elementary charter school, offering instruction in grades TK-6. In its first year of operation, Lashon Academy Charter School served 96 students in Transitional Kindergarten/Kindergarten, 1st, and 2nd grade. Lashon Academy Charter School models its educational program after that of the Hebrew Language Academy (HLA) located in New York and is a member of the Hebrew Public Charter School network of schools. As a member of the Hebrew Public network of Hebrew Language Charter Schools, Lashon Academy Charter School has access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. Lashon Academy Charter School has successfully served all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. Lashon Academy Charter School is committed to ongoing and embedded professional development to ensure the delivery of quality instruction to its students. Lashon Academy Charter School will deliver the highest caliber educational program within a fiscally sustainable school.

Lashon Academy Charter School is a high-performing public school option for families and their children in Van Nuys and the greater Los Angeles community. The fundamental objective of Lashon Academy Charter School is to prepare its students academically and personally to achieve their full potential in life and we are committed to this objective. Lashon Academy Charter School offers a quality educational program appealing to families throughout LAUSD to create an integrated learning community with a racially, socioeconomically and culturally diverse student population.

### **LCAP Highlights**

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

Working closely with stakeholders throughout the year, four goals have been identified for focus within the next three years.

- GOAL 1 – Curriculum and Instruction: 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. 3 Actions/Services

- GOAL 2 – Professional Development and ELD Proficiency: Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content. 2 Actions/Services

- GOAL 3 - Student Performance: Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time. 2 Actions/Services

- GOAL 4 - School Culture and Climate: Increase resources and services to students and parents to provide a sense of safety, school connectedness, and increased student motivation.. 3 Actions/Services

## **Review of Performance**

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

### **Greatest Progress**

Based on Lashon Academy's Internal Analysis, as we await the CDE's release of our school data, during the 2016-2017 school year Lashon Academy has shown progress in the following areas to meet our LCAP goals:

#### Goal #1

1. 100% of teachers were appropriately credentialed and assigned.
2. Provide BTSA completion support.
3. 100% of students had access to Common Core aligned ELA & Math Curriculum.
4. FIT Report documented facilities are in good repair
5. All students in grades 3-4 had a computer ratio of 1:1 and grades K-2 had a ratio of 4:1

#### Goal #2

1. Increased teacher training in ELA and ELD instructional strategies.
2. Worked with literacy consultant, who provided workshops and individual coaching during the school year.
3. 100% of teachers received professional development for ELA/ELD frameworks and math.
4. 100% of teacher received professional development on research based strategies.
5. Developed a plan to meet growth targets for CELDT performance.
6. Developed a plan to establish growth targets for English Proficiency of EL's.
7. Worked to maintain and/or increase the established reclassification rate

### Goal #3

- 1.Administered all yearly benchmark assessments to drive instruction and monitor student progress.
- 2.Benchmark assessments were administered and used effectively to prepare students for SBAC testing.
- 4.Professional Development non-instructional days during the year were used for teachers to work on data analysis, creating student goals, and adjusting instruction to meet student needs.

### Goal#4

In order to increase a sense of safety in our school, Lashon Academy implements a variety of strategies.

- 1.Added more supervision in our campus.
- 2.We added a school counselor, who provides behavior support to students and training to teachers in conflict resolution strategies, and communicates with parents.
- 4.Implement a Character Development program with incentives and whole-school weekly Morning Assemblies.
- 5.Communicate with parents through LivingTree, and online dynamic school communication system.
- 6.Parents meet with the Principal throughout the year during scheduled meetings, councils, PTO, and/or informal coffee with the principal.

### Internal Benchmarks - NWEA:

Our schoolwide Math NWEA in Spring 2015-2016 showed a 60% proficiency. The same assessment in Spring 2016-2017 showed a 65% proficiency. This demonstrates a 5% proficiency growth.

Our schoolwide Reading NWEA in Spring 2015-2016 showed a 62% proficiency. The same assessment in Spring 2016-2017 showed a 66% proficiency. This demonstrates a 4% proficiency growth.

### Subgroups:

Our ELL subgroups Math NWEA in Spring 2015-2016 showed a 43% proficiency. The same assessment in Spring 2016-2017 showed a 61% proficiency. This demonstrates an 18% proficiency increase.

Our ELL Reading NWEA in Spring 2015-2016 showed a 40% proficiency. The same assessment in Spring 2016-2017 showed a 53% proficiency. This demonstrates a 13% proficiency growth.

Our SPED subgroup Math NWEA in Spring 2015-2016 showed a 21% proficiency. The same assessment in Spring 2016-2017 showed a 44% proficiency. This demonstrates a 23% proficiency growth.

Our SPED Reading NWEA in Spring 2015-2016 showed a 37% proficiency. The same assessment in Spring 2016-2017 showed a 64% proficiency. This demonstrates a 27% proficiency growth.

### Stakeholder input:

Teachers, parents, and students expressed their increased sense of safety in the school with the addition of supervision, and character development program

and the school counselor role in developing a safe school culture. In addition, teachers felt more supported with the addition of collaborative planning time and support received from the Director of Curriculum. Parents have expressed their interest in having more art related and fun activities at school. Teachers have provided input in regards to obtaining more ELA and ELD support materials, and technology.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Based on Lashon Academy's Internal Analysis and review of local performance (as we await the CDE's release of our school data) during 2016-2017 Lashon Academy identified the greatest needs in the following areas:

1. Schoolwide Caucasian subgroup reading proficiency rate decreased in Spring 2016-2017 by 11% as noted on internal benchmark assessments.
2. 3rd grade 2016-2017 internal benchmark assessment data shows a significant decrease compared to other grade levels in overall proficiency in both the areas of Math and ELA.
3. Chronic absenteeism increased by 3.1% in 2016-2017.
4. School culture/communication: Suspension rate has increased to a 3% in the middle of the 2016-2017 school year, which is still under target of 5%, however an area to address and improve.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

Based on Lashon Academy's Internal Analysis and review of local performance (as we await the CDE's release of our school data) during 2016-2017 Lashon Academy identified the following performance gaps:

SPED subgroup in Math proficiency performance on our internal benchmarks showed a significant growth increase of 23%, however there is still a proficiency gap that we need to address. Overall, SPED students need to increase to a proficiency level of above 50% as set by school wide goal.

Latino Subgroup math and reading proficiency performance on our internal benchmarks show that they are above our baseline goal of 50% proficiency, however they are still performing below other race subgroups. We need to address the proficiency gap between subgroups and increase the Latino yearly growth both in Math and Reading.

**Increased or Improved Services**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- Counselor full time available for students
- Free and reduce lunch and breakfast available
- SDAIE training for teachers in all content areas
- ELA curriculum with ELD support embedded
- Additional small group Intervention and support blocks

**Budget Summary**

Total General Fund Budget Expenditures for LCAP Year

\$3,833,155.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2017-2018 LCAP year

\$978,500.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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Total Projected LCFF Revenues for LCAP Year

\$2,078,229.00

# Annual Update

LCAP Year Reviewed: 2017-18

**Goal 1** 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

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

## Annual Measurable Outcomes

### Expected

1. 100% of teachers will be appropriately credentialed and assigned.
2. 100% of students will have access to Common Core aligned ELA & 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 3-4)

### Actual

1. 100% of teachers were appropriately credentialed and assigned.
2. 100% of students had access to Common Core aligned ELA & Math Curriculum.
3. FIT Report documented facilities are in good repair
4. All students in grades 3-4 had a computer ratio of 1:1 and grades K-2 had a ratio of 4:1

## Actions / Services

<b>Action</b> <b>1</b>	<u>HQT &amp; Staff</u> Staffing and Services
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**Implementation**

**Planned**

1. Costs associated with BTSA Program for 4 teachers.
2. Office Manager & 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.
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.  
  
Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.
4. Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.
5. Costs for Special Education Services: Option 2 LAUSD SELPA. Personnel costs include:
  - Resource Specialist (See #2 above)
  - Occupational Therapist
  - Assisted Physical Education
  - Speech & Language Specialist
  - Counselor
  - Psychologist

**Actual**

1. Costs associated with 1 teacher completing BTSA.
2. All actions and services were implemented.
3. Acquired 11 highly qualified teachers, and 1 SPED teacher. In addition to the cost for school principal there was an added cost for curriculum and instruction director.
4. All professional development opportunities to support roles was provided as stated in the goal.
5. Special Education service costs followed the personnel costs included and we maintained option 2 through LAUSD

**Expenditures**

<b>Budgeted</b>	\$681,000.00
<b>Estimated Actual</b>	\$683,447.50

**Action** FACILITY & TECHNOLOGY

**2**

Maintaining a safe and secure environment and providing access to educational technology

**Implementation**

**Planned**

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.

2. Develop a needs assessment for the purchase of additional technology (hardware/software) & subscriptions to web-based materials.

3. Purchase the following technology devices for instructional use:

- 25 Laptops for students
- 3 Laptops for staff
- Headphones for student use
- 3 Document Cameras
- 3 Projectors

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).

**Actual**

1. All actions and services were implemented during the year as the Director of Operations maintained technical support and appropriate advances in technology.

2. A needs assessment was created for the following school year.

3. Due to increase in enrollment and to maintain a 1:1 ratio in grades 3-4 we purchased 50 laptops. Additionally, we purchased 4 document cameras and 4 projectors.

4. Through LAUSD prop 39 we met actions and services for a clean and safe facility report.

**Expenditures**

**Budgeted** \$54,000.00

**Estimated Actual** \$74,557.93

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**Action 3** CURRICULUM

Common Core aligned curriculum and instructional materials purchased.

**Implementation**

**Planned**

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:

- Hebrew
- Delta Education (FOSS) Science Program
- Go Math
- Leveled Libraries
- Engage NY ELD
- Units of Study from Columbia University (Teacher’s College)
- Character Counts
- Reading A-Z
- Fountas & Pinnell Assessment Program
- NWEA Assessment Program

**Actual**

1. All curriculum and materials listed were purchased as described in the action and services, except for the following changes:

Engage NY-ELD no cost for purchase as we used the available online resources  
Character Counts- no cost for purchase as we used the available online resources

**Expenditures**

<b>Budgeted</b>	\$20,000.00
<b>Estimated Actual</b>	\$24,831.60

**Goal Analysis**

Overall implementation of the actions/services to achieve goal.

A relevant challenge we experienced this year was the capacity to provide an ongoing professional development plan in which the principal would be held accountable for instructional and curricular decision making, conduct classroom observations, and order curricular/instructional materials. During the 2016-2017 school year we found it necessary to add the cost of a curriculum director that would manage the curriculum and instructional side of professional development.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were able to meet all actions and services within goal #1. We will continue with our HR policies in place to ensure the hiring of highly qualified teachers, our curriculum and instruction director will continue to ensure that all students have access to common core materials including educational technology. Our relationship with our prop 39 location and LAUSD will help ensure we continue with facilities that are well-maintained and in good repair.

Material differences between budgeted expenditures and estimated actual expenditures

We did maintain our annual measurable outcomes, with minor changes in additional implementations that were added to provide stronger common core technology and common core instruction. Our actual expenditures were a little higher than budgeted to include the changes: change in BTSA cost for 4 teachers to only having a cost for 1 teacher, increase in cost for additional Director of Curriculum, and additional purchase of student laptops to account for rise in enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The two changes that were made to goal #1 were under the actions/services HQT & STAFF. We had less teachers enroll in the BTSA program than planned, which is reflected in our change in actions and services for the updated goals in 2017-18. This change is partly due to the number of new hires that had already received their clear credential and a few new teachers that are elected to begin BTSA in year 2 of teaching. Another change reflected is the addition of a curriculum director in order to ensure achievement of goal 1 regarding access to instructional materials. This change will also be reflected in goal planning actions and services for the 2017-18 year.

**Goal 2** Professional Development for teachers

Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

**Annual Measurable Outcomes**

**Expected**

- 1. 100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS
- 2. 100% of teachers will receive Professional Development on Research-based strategies.
- 3. Will establish growth targets for continuously enrolled ELL's using CELDT Performance
- 4. Develop a Plan to meet AMAO 1, AMAO 2 growth targets (English Proficiency of ELL's)
- 5. Will establish reclassification rate once the school serves grades K-4

**Actual**

- 1. 100% of teachers received professional development for ELA/ELD frameworks and math
- 2. 100% of teacher received professional development on research based strategies
- 3. Developed a plan to meet growth targets for CELDT performance
- 4. Developed a plan to establish growth targets for English Proficiency of EL's
- 5. Increased the established reclassification rate from 8% to 12%

**Actions / Services**

**Action** Professional Development

**1** Instructional Professional Development

**Implementation**

**Planned**

Lashon Academy will provide extensive Professional Development for entire teaching staff and Principal on the following topics:

- Common Core State Standards ELA/ELD, Math, NGSS
- NWEA MAP Assessments
- Data Analysis
- Portfolio Reviews
- Writing Rubrics
- Differentiated Instruction
- Principles of Learning (POL)

1. Provide 10-day Summer Professional Development for all teachers & Principal
2. Provide 2 non-instructional days during the school year (September/March) to review/analyze data & assess instructional practice.
3. Provide 3 non-instructional days of Professional development throughout the year.
4. Provide 5 days of Professional Development End-of-Year (non-instructional days)
5. Costs for Consultants for Professional Development.
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.
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.

**Actual**

Lashon Academy provided extensive professional development for the teaching staff in the following topics:

- Common Core ELA/ELD, Math
- NWEA MAP Assessments
- Data Analysis
- Writing Rubrics
- Differentiated Instruction

Staff was provided 10-day summer PD before the start of the school year, during non-instructional days through the year, and end of year PD days.

Teaches were provided additional professional development coaching and mentoring in Reader's and Writer's Workshop Model through a literacy consultant.

Hebrew instructors received professional development through Hebrew Public Consultants in both curriculum and Instructional strategies throughout the year including 10 days during the summer before the school year and end of year.

Teachers and Curriculum Director attended conferences and workshops on the following topics: SBAC, NWEA MAP Assessments, ELPAC, NGSS, and Balanced Literacy.

**Expenditures**

<b>Budgeted</b>	\$50,000.00
<b>Estimated Actual</b>	\$50,029.99

<b>Action 2</b>	<b>ENGLISH LANGUAGE DEVELOPMENT: ELL</b> Curriculum and Professional Development for EL Students
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### **Implementation**

#### **Planned**

1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.
2. Principal & teachers as a PLC will analyze data and discuss student progress and routinely use data to:
  - Monitor the progress of ELL's and Reclassified Students (if applicable)
  - Determine the short and long-term needs of ELL's
  - Determine specific actions designed to accelerate language acquisition and learning for ELL's.
  - Embed ELD in ELA
  - Develop annual growth targets for ELL's (AMAO 1 & AMAO 2)
  - Leveled Literacy Intervention
  - Identify supports that focus on supporting ELL's
  - ELD Strategies (Professional Development) & Engage NY
3. Provide ELL students with ELD instruction: 150 minutes of ELD weekly; 30 minutes of phonics/vocabulary daily.
4. Principal will reclassify students annually based on school's reclassification criteria.
5. All teachers will provide Integrated ELD (academic language development across all disciplines)

#### **Actual**

CELDT coordinator administered all initial and annual CELDT assessments

Teachers and staff analyzed student EL data in order to drive instruction and determine those that met the reclassification criteria. Based on this data PD days were used to determine student goals and design instructional small group intervention.

The school added a daily 30min ELD block in order to implement long term instructional needs of EL's as an added support.

Staff determined to use the EngageNY Units and Reading A-Z resource to help bridge the ELD and ELA blocks of instruction. Professional Development focused on small group instructional strategies for teachers to increase student knowledge within word study.

All reclassification criteria was used to monitor student progress. Reclassification rate increased from 8%-12%.

ELD was integrated through cross-curricular PBL projects that staff worked together to create during PD times.

### **Expenditures**

<b>Budgeted</b>	\$30,000.00
<b>Estimated Actual</b>	\$31,000.00

### **Goal Analysis**

Overall implementation of the actions/services to achieve goal.

**Professional Development:**

Teachers received extensive professional development in the areas of common core ELA and Math, instructional strategy development for ELD standards, trainings and data meetings to fully understand how to use and analyze NWEA MAP assessments, training on how to write and understand the writing grading system using common core aligned rubrics, worked extensively on two small group intervention areas in Math and ELD. This PD was most successful during the 10 day summer institute and on non-instructional days throughout the year. The more challenging time for PD was seen during the end of year days, which consisted less on training, but more on reflecting on changes needed within curriculum for the following school year. Consultants that were brought in for both Literacy and Hebrew were very successful in bringing an area of focus and specificity with select outcome goals throughout the year. The challenge may be in differentiated the needs of teachers with the consultant as we develop a more distinct staff of those with years returning and a constant influx of new teachers as we continue growing and adding grade levels. Attending workshops and/or trainings through LACOE, State, etc. proved to be very successful for the Director of Curriculum as the sharing of best practices and updates on newly changing state requirements was imperative.

**Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.**

Our two main action and services areas of Professional Development and English Language Development were overall very effective in meeting the measurable outcome goals. Our professional development services include a number of actions that are extremely valuable to the growth of our staff and are directly correlated to the success in student achievement that we have seen. Our instructional program relies very heavy on this type of professional development plan and system. In the area of English Language Development our actions and services addressing both the needs to fully assess our students and to provide the instruction/training necessary to increase student achievement. The effectiveness of this area can be seen through our increase in reclassification from 8% to 12%. Continuing with our CELDT coordinator for assessment implementation and our focus on ELD standards through strategies and cross curricular integrated will continue to align us with our goal and school outcomes.

**Material differences between budgeted expenditures and estimated actual expenditures**

We maintained our targeted goals and only had a slight budget variance to effectively meet goal 2. We had a slight increase in actual expenditure to account for the additional trainings that our Director of Curriculum was able to attend.

**Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.**

The changes reflected in actions and services 2.1 will include adding professional development for NGSS, implementation of student portfolio assessments, and embedded ELD in all content areas. These changes made to the actions and services will increase the professional development provided to teachers and staff. Additionally, we will be adding more non-instructional PD days throughout the year and lessening the end of year days to 3 based on the internal feedback and analysis from this year.

A change made in actions and services 2.2 will be in the implemented curriculum during the 30 minutes of ELD/Word Work through Words Their Way. This curriculum will be used by all grade levels to increase the 5 language area developments, which is an action and service written to assist in meeting growth targets for all EL students. We will also provide teachers with more direct SDAIE strategy training in order to see the opportunities to embed ELD in all disciplines and have a way of connecting directly to an ELD standard.

**Goal 3** Develop an infrastructure for ongoing analysis

Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

**Annual Measurable Outcomes**

**Expected**

- 1. Establish growth targets for Benchmark assessments in ELA & Mathematics
- 2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math
- 3. Establish annual API growth targets

**Actual**

- 1. Growth targets were established for NWEA internal benchmarks in ELA and Math for both school wide and subgroup data. Instructional calendar with assessment dates was completed and used.
- 2. Completed a data analysis meeting to discuss release of 2016-2017 SBAC results. It was determined to use 2015-2016 results as a proficiency baseline. Due to the small sample size (23 3rd grade students) that tested it was decided to establish growth targets upon release of 2016-2017 test results to get a better understanding of growth. Administration will schedule a detailed data meeting to establish proficiency and growth goals.
- 3. School will continue to analyze data and keep up to date with all newly determined state wide markers and targets regarding student data and assessments. The state dashboard will serve as our point of reference in meeting all set criteria.

**Actions / Services**

**Action** ASSESSMENTS

**1**

Ongoing analysis of student performance and progress

**Implementation**

**Planned**

1. Implement Fountas & Pinnell Reading Assessments: 5 times/year.
2. Administer NWEA Measures of Academic Progress (MAP) assessments in ELA & Math for K-4: 3 times/year.
3. Administer Benchmark Common Core aligned math assessments (Go Math)
4. Administer Schoolwide writing assessment: 3 times/year.
5. Administer Performance Tasks in ELA & Math for Grade 3 and 4 students in preparation for SBAC/CAASPP assessments: 2 times/year.

**Actual**

Fountas & Pinnell Reading Assessments were administered 3 times a year by the classroom teacher to monitor student progress.  
NWEA MAP assessment in both Reading and Math were administered 3 times a year by the classroom teacher both for instructional monitoring and proficiency assessment.  
End of Unit Math assessments from the GoMath curriculum were used within the curriculum  
School wide writing assessment administered by the classroom teacher 3 times a year, which was used during PD for collaboration and establishment of writing rubrics  
Provided a 2 week prep program for students to prepare for SBAC testing and performance task  
PowerSchool continued as the SIS and parent accounts were created in order to give parents access to the portal for grades and assessment data.  
Staff engaged in professional development days dedicated to the analysis of trimester benchmark data in order to create grade level, classroom, and student level goals.

**Expenditures**

<b>Budgeted</b>	\$0.00
<b>Estimated Actual</b>	\$0.00

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**Action 2** TECHNOLOGY

Improve technology use to assist in increased student achievement

**Implementation**

**Planned**

1. Implement PowerSchool Student Information System (SIS) with parent portal.
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.
3. Provide Professional Development time for data analysis and collaboration.

**Actual**

1. PowerSchool is implemented as the SIS and parents were given family accounts in order to access student attendance, grading, and assessment data.
2. Teachers provided opportunities for students to practice typing during class using a free resource, typing.com. Students were also provided with the resource to be able to access at home.
3. Teachers received professional development on using NWEA MAP Assessment data to analysis student growth and projected SBAC proficiency. Additionally, teachers learned how to use their class data to create goal areas and small group instruction.

**Expenditures**

<b>Budgeted</b>	\$3,500.00
<b>Estimated Actual</b>	\$3,500.00

**Goal Analysis**

Overall implementation of the actions/services to achieve goal.

Implementation of the actions and services met expectation as outlined within the goal. A challenge that was noted and addressed was the number of Fountas and Pinnell assessment given yearly to use as instructional data. This was decreased from 5 times a year to 3 times a year in order to give more instructional time to focus on reading instruction and moved towards a formative assessment that teachers use to drive their instruction and small group focus. All internal assessments including Math and ELA through NWEA MAP and school wide writing took place 3 times a year and proved to be successful in measuring both growth and proficiency. The mid year assessment was used for instructional purposes only.

Technology implementation maintained all actions and services and proved to be successful in their purpose. Parents were given opportunities to monitor their student's progress through PowerSchool and computer skills practice at home for college and career readiness. Teachers and staff were able to gain information on how to use our data systems to best analyze their student data and collaborate on ways to provide for the instructional gap areas.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Implementation of the actions and services was overall successful in meeting the goal targets. All internal assessments including Math and ELA through NWEA MAP and school wide writing took place 3 times a year and proved to be successful in measuring both growth and proficiency. The mid year assessment was used for instructional purposes only, which proved successful in monitoring progress and making adjustments to instruction and student needs.

Technology implementation maintained all actions and services and proved to be successful in their purpose. Parents were given opportunities to monitor their student's progress through PowerSchool and computer skills practice at home for college and career readiness, which increased the amount of parent involvement at home with their child. Teachers and staff were able to gain information on how to use our data systems to best analyze their student data and collaborate on ways to provide for the instructional gap areas. This provided the specific academic areas and standards that teachers could focus on in order to increase student achievement. The ease of technology and being able to manipulate various reports gave teachers opportunities to look at the data in a number of various ways.

#### Material differences between budgeted expenditures and estimated actual expenditures

Overall we were able to maintain our budgeted goal as the assessment administration did not have a cost associated as they were all administered by the classroom teacher or through the NWEA computer assessment system, which provides all analytical reports within the program.

We were also able to maintain our budgeted costs for actions and services under technology as no major changes occurred within that area and all actions and services were met.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on internal analysis through data analysis, staff feedback, new role of Director of Curriculum, and evaluation the following changes will be made:

1. Internal benchmark targets are created and provided in the goals for the following years.
2. SBAC proficiency rates were used as a baseline, however growth targets and proficiency goals will be discussed and established after 2 years of data.
3. Fountas and Pinnell reading assessment will take place 3 times a year.
4. All Math and ELA benchmark data will be assessed through NWEA MAP assessments

**Goal 4****Increase resources and services to students, and parents**

Provide a sense of safety, school connectedness, and increased student motivation.

State priorities addressed by this goal:

1  2  3  4  5  6  7  8

**Annual Measurable Outcomes****Expected**

1. Provide parents with opportunities for decision-making input in the school's program.
2. Increase parent participation in schoolwide programs/events.
3. Administer annual parent surveys to obtain feedback/input.
4. Increase ADA by 0.33% annually
5. Decrease Chronic Absenteeism Rates by 1% by 2017-18
6. Maintain suspension rates below 5%
7. Maintain expulsion rates below 1%
8. Administer annual stakeholder surveys.

**Actual**

1. Parents participated in decision making input through parent meetings, council meetings, and parent led organization.
2. Number of parent led events throughout the year increased as did parent involvement.
3. Created survey for stakeholder input
4. Student engagement- 2016-17: 96.33% (0.53 % annual increase)
5. Chronic absenteeism- 2016-17: 8.6% (3.1 annual increase)
6. Maintained suspension rate below 5% (2016-17: 3% suspension rate)
7. Maintained expulsion rate below 1% (2016-17: 0% expulsion rate)
8. Created stakeholder survey

**Actions / Services**

**Action 1** PARENT PARTICIPATION/PARTNERSHIPS

Provide resources and services in order to provide a sense of safety, school connectedness, and student motivation.

**Implementation**

**Planned**

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:

1. Provide “Coffee with the Principal” – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.
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.
3. Provide parent training on PowerSchool (Parent portal)
4. Host schoolwide events:
  - Open House
  - Back to School Night
  - Preparing for SBAC/CAASPP Assessments
5. Hire a bilingual Behavior Dean to increase parent partnerships, satisfaction and address needs/concerns

**Actual**

1. Coffee with the principal and principal meetings with parents were held each trimester to discuss parent concerns, issues, and promote upcoming events or school needs.
2. 2 Parent workshops were held one in November on Effective Ways to Help Your Child With Higher Level Comprehension Skills at Home and the 2nd workshop was in March on Familiarizing Parents with the SBAC Assessment and Ways to Prepare at Home.
3. Parent training was provided 3 times throughout the school year to train parents on our new communication tool, LivingTree. Parents were given accounts, learned how to access student classroom and school wide information, contact the school, access the school calendar, sign-up for parent conferences, and respond to posts and/or pictures from the school community.
4. Lashon Academy hosted the following school events:  
Open House, Back to School Night, SBAC workshop, Student Dance Performance
5. Hired a bilingual behavior dean to increase partnerships school families and address the concerns of parents regarding any school safety, behavior, and inclusion areas in addition to work with teachers, students, and the community.

**Expenditures**

<b>Budgeted</b>	\$40,000.00
<b>Estimated Actual</b>	\$23,884.70

**Action** PARENT DECISION-MAKING/INPUT

**2**

Establishes opportunities and systems in place for parents to have a voice within the school and affect positive change.

**Implementation**

**Planned**

At Lashon Academy, parent-decision-making input takes place in the following ways:

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.
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 & Math student academic achievement.
3. Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).

**Actual**

1. 2 ELAC meetings with held to address the outcome of previous and current EL data including reclassification. Parents were informed about the addition of ELD instructional time, small group instruction, and growth with the area of literacy and English Acquisition. All LCAP goals were addressed and parents did not see any areas in need of revising for the 2017-18 LCAP pertaining to English Development. All agreed to increase the reclassification rate.
2. 2 SSC meetings were held. Topics of discussion and parent input included teacher assignments, addition of small group time daily, academic intervention and support staff, and Title 1 funding. Parents expressed desire for the school in include an at home online reading library for students to be able to practice and increase fluency.
3. Lashon's PTO increased in parent attendance and participation this year. A strong executive board was elected and many PTO sponsored events took place this year, including the opportunity for each class to take 2 field trips during the 2016-17 school year.

**Expenditures**

<b>Budgeted</b>	\$0.00
<b>Estimated Actual</b>	\$0.00

**Action 3** SCHOOL CLIMATE

Increase student and staff motivation, effectiveness, character, and overall success.

**Implementation**

**Planned**

1. Implement Character Counts Curricular Program school wide. Coordinator will be in charge of implementation. Costs for coordinator.
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.
3. Host an assembly each trimester to recognize students for the following:
  - Academic performance
  - Attendance
  - “Most improved”
4. Host annual Parent/student orientation, where discussion takes place on the school’s program, expectations, policies & procedures, parent/student handbook, and SARB process/accountability.

**Actual**

1. Character counts program along with implementation of morning meetings took place. Our behavior dean, principal, and teaching staff took ownership of the program and were in charge of the implementation.
2. Morning assemblies were held to recognize students who exhibited the focus traits. Students received opportunities to earn tickets that were used for a weekly drawing of prizes. Teachers also reinforced the traits from the assembly into their daily morning meeting time.
3. Teachers recognized students on a classroom level for achievements in academics, attendance, behavior, and improvement on a trimester basis.
4. Parent Student Orientation was held on August 11th for all parents. Parents joined the principal for a meeting to outline the school goals and program, parent handbook, attendance, and academic expectations. Students joined their new class to work on a community building activity. Additionally, PTO, the after school program, enrichment vendors, uniform provider, and community organizations were invited to a vendor fair as part of the orientation.

**Expenditures**

<b>Budgeted</b>	\$30,000.00
<b>Estimated Actual</b>	\$0.00

**Goal Analysis**

Overall implementation of the actions/services to achieve goal.

School administration was able to meet the parent partnership and participation actions and services with success as evident by the increase in parent participation at school led events and the increase in number of parent led events held at the school. Coffee with the Principal and school wide events to come together as a community with common interests proved to be the most successful in gaining parent buy in and support. A challenge occurred mid-year when we lost our behavior dean and had a vacancy before the position was filled again later in the year.

Parent decision making and input increased as a result of our ELAC, SSC, and PTO meeting days/times. We still found a challenge in regards to parents committing to become a consistent parent member for the year, which is our goal to increase parent membership in the upcoming years. School climate focused on increasing student motivation, which could be seen as successful through increase in yearly ADA and student achievement increase. Again, the behavior dean position with a vacancy decreased the complete implementation of the character counts program and morning assemblies. This will be a focus goal area for us in the following years. We were also able to add 2 field trips per year for all students through the partnership created with our PTO. Parent and Student orientation is highly anticipated by all families and is a valuable action and service to gain improvements within our goal to provide resources and services to all students and parents while increasing school connectedness and increased student motivation.

#### Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

School administration was able to meet the parent partnership and participation actions and services with success as evident by the increase in parent participation at school led events and the increase in number of parent led events held at the school. Coffee with the Principal and school wide events to come together as a community with common interests proved to be the most successful in gaining parent buy in and support. Parent decision making and input increased as a result of our ELAC, SSC, and PTO meeting days/times, which seemed to be an effective method to gain parent input. School climate focused on increasing student motivation, overall effectiveness is proven through the increase in yearly ADA of 96.3% and student achievement increase as evident by internal benchmark and SBAC data. Another way that we were able to increase student motivation and address school climate was to provide 2 field trips per year for all students through the partnership created with our PTO.

Parent and Student orientation is highly anticipated by all families and is a valuable action and service to increase our overall effectiveness within goal area 4, to provide resources and services to all students and parents while increasing school connectedness and increased student motivation.

#### Material differences between budgeted expenditures and estimated actual expenditures

We were able to maintain our outcome goals and meet all actions and services, however our actual expenditure is slightly less than budgeted, which accounts for the gap in salary paid during the couple of months while selecting a candidate to fill the behavior dean position. This position was filled and we were able to finish out the year meeting all remaining budgeted actions and services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on stakeholder feedback and analysis we will be making the following changes reflected in the following year goal 4 actions and services:

Provide more opportunities for parents to attend workshops addressing our new communication system, LivingTree and academic themed workshops on how parents can become a more connected school partner.

The school behavior dean/counselor will take the lead on the implementation of a social/emotional framework that will focus on positive character traits we look for in our students. The will also include the implementation of morning assemblies for student recognition and achievement and morning meetings held by the teacher.

We will continue to partner with PTO and also increase grant and funding opportunities to provide students with additional field trips and engagement type learning outside of the classroom to increase student motivation, community and world awareness, and learning through the stage of application.

# **Stakeholder Engagement**

LCAP Year 2018-19

## **Involvement Process for LCAP and Annual Update**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### **Involvement Process**

The involvement process in developing the 2017-18 LCAP at Lashon Academy has taken place in the following methods:

- School Site Council (SSC) & English Language Advisory Committee (ELAC) meetings
- Parent meetings and discussions on schoolwide needs and goals
- Stakeholder involvement through feedback on survey
- Staff involvement through round table groups and discussions during staff meetings.
- PTO meetings on discussions regarding schoolwide needs and goals

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.

The following is a list of meeting dates:

August 11, 2016: Parent Orientation and PTO Meeting  
September 7, 2016: Back to School Night  
October 19, 2016: PTO Meeting  
November 2, 2016: Parent Meeting-LCAP Goal Update  
December 31, 2016: PTO Meeting  
February 22, 2017: PTO Meeting  
March 1, 2017: ELAC/SSC – LCAP Goal Update and Planning  
March 14, 2017: PTO Meeting  
April 5, 2017: PTO Meeting  
May 1, 2017: ELAC/SSC: LCAP Priorities and next year goals  
June 6, 2017: PTO

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. In addition we were able to gain a bigger picture and access a larger sample size of parents through our school communication tool, LivingTree. Every parent at Lashon Academy has an account and is set-up to not only receive all school communication, but has the ability to respond back through a written post, a question, select email to administration, teacher, etc., classroom parents, etc. This internal "facebook" or school communication forum allows us as a school to interact with many more parents without any issues of language barrier, attendance at meetings, or schedules. This has been an important component within our involvement process.

Stakeholders were given notice through weekly parent newsletters, SSC and ELAC meetings, parent meetings, and notification posted in the office and our LivingTree parent portal. Lashon Board members were given frequent involvement opportunities through meetings when the admin team consulted with them on specific topics, invitations to school events, ability to track parent feedback, and participate in data presentations meetings 3 times a year.

Both qualitative and quantitative data regarding reaching and or meeting our LCAP goals was presented using charts and graphs in PowerPoint presentations at parent meetings, in addition to benchmark results through school-wide data PowerPoints, and individual student data presented at parent/teacher conferences.

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

### **Impact**

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 by 3.1%; and attendance at parent meetings has increased as a result of discussions surrounding school improvement.

The changes that were made to the 2017-18 goals were to include the CDE measurable outcomes/metrics, to provide specificity on the actions/services, and to make any updates from internally processed feedback, data, and program success/challenges. As a new school, we are constantly looking at our LCAP goals to make sure we are current in meeting the needs of our student population, community, and set school expectations.

This school year the stakeholder engagement improved significantly since our school is now 3 years in operation. Lashon Academy hosted numerous parent meetings throughout the school year, such as general update parent meetings, ELAC, SSC, and PTO. Lashon Board Members were kept informed during board meetings, which impacted our annual LCAP updates as to the board's vision for increase in goal expectation, growth of the school, and budget areas for actions and services. Staff took a greater role in the LCAP this year as they were able to meet during round table discussions to give input on all goal areas and any success or needs for the upcoming years. For example, during these round table discussions is where we saw the need to make some changes to curriculum implementation, professional development needs to address the increase in student proficiency expectation, and the alignment of curriculum to school field trips.

# **Goals, Actions, & Services**

Strategic Planning Details and Accountability

**Goal 1**

Curriculum and Instruction

textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

## **Identified Need**

- Credentialed teachers
- Student Access to Common Core aligned curriculum
- Facilities are maintained in good repair

## **Expected Annual Measurable Outcomes**

**Metric 1.** 100% of teachers will be appropriately credentialed and assigned.

<b>Baseline</b>	100% of teachers will be appropriately credentialed and assigned.
<b>2017-18</b>	100% of teachers will be appropriately credentialed and assigned.
<b>2018-19</b>	100% of teachers will be appropriately credentialed and assigned.
<b>2019-20</b>	100% of teachers will be appropriately credentialed and assigned.

**Metric 2.** 100% of students will have access to Common Core aligned ELA & Math Curriculum.

<b>Baseline</b>	100% of students will have access to Common Core aligned ELA & Math Curriculum.
<b>2017-18</b>	100% of students will have access to Common Core aligned ELA & Math Curriculum.
<b>2018-19</b>	100% of students will have access to Common Core aligned ELA & Math Curriculum.
<b>2019-20</b>	100% of students will have access to Common Core aligned ELA & Math Curriculum.

**Metric 3.** Ensure facilities are in good repair as documented in annual FIT Report

<b>Baseline</b>	Ensure facilities are in good repair as documented in annual FIT Report
<b>2017-18</b>	Ensure facilities are in good repair as documented in annual FIT Report
<b>2018-19</b>	Ensure facilities are in good repair as documented in annual FIT Report
<b>2019-20</b>	Ensure facilities are in good repair as documented in annual FIT Report

**Metric 4.** Student access to technology – Student to Computer ratio: 4:1(Grades K-2) Student to Computer ratio: 1:1 (Grades 3-4)

<b>Baseline</b>	Student access to technology – Student to Computer ratio: 4:1
<b>2017-18</b>	Student access to technology – Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-5)
<b>2018-19</b>	Student access to technology – Student to Computer ratio: 3:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-6)
<b>2019-20</b>	Student access to technology – Student to Computer ratio: 3:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-6)

## **Actions / Services**

<b>Action 1</b>	<u>HQT &amp; Staff</u>
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Modified	
<input type="checkbox"/> Unchanged	

1. Costs associated with BTSA Program for 4 teachers.

2. Office Manager & 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.

3. Acquire, develop and retain 15 highly qualified teachers, 2 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school Curriculum Director and/or 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.

4. Provide Professional development opportunities for all Lashon Academy staff as part of Capacity Building and supporting their roles at the school.

5. Costs for Special Education Services: Option 2 LAUSD SELPA. Personnel costs include:

- Resource Specialist (See #2 above)
- Occupational Therapist
- Assisted Physical Education
- Speech & Language Specialist
- Counselor
- Psychologist

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All     Students with Disabilities     Specific Student Groups...

Location(s)

All schools     Specific Schools...     Specific Grade Spans...

**Budgeted Expenditures**

**2016-17****Amount** \$681,000.00**Sources**

LCFF SUP	\$69,000.00
LCFF Base Funds	\$590,000.00
PCSGP	\$22,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
5200	Travel and Conferences
5800	Professional/Consulting Services and Operating Expenditures

**2017-18****Amount** \$781,000.00**Sources**

1.1 LCFF Sup 5200	\$9,000.00
1.2 LCFF Base 1000-3999	\$50,000.00
1.3 LCFF Base 1000-3999	\$640,000.00
1.4 LCFF 5200	\$22,000.00
1.5 1000-3999 , 5800	\$60,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
5200	Travel and Conferences
5800	Professional/Consulting Services and Operating Expenditures

**2018-19****Amount** \$782,000.00**Sources**

1.1 5200 LCFF Sup	\$10,000.00
1.2 1000-3999 LCFF Base	\$50,000.00
1.3 1000-3999 LCFF Base	\$640,000.00
1.4 5200	\$22,000.00
1.5 1000-3999, 5800 LCFF Sup	\$60,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
5200	Travel and Conferences
5800	Professional/Consulting Services and Operating Expenditures

**2019-20****Amount** \$782,000.00**Sources**

1.1 5200 LCFF Sup	\$10,000.00
1.2 1000-3999 LCFF Base	\$50,000.00
1.3 1000-3999 LCFF Base	\$640,000.00
1.4 5200	\$22,000.00
1.5 1000-3999, 5800 LCFF Sup	\$60,000.00

**Budget Reference****Action 2****FACILITY & TECHNOLOGY**

- New  
 Modified  
 Unchanged

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.

2. Develop a needs assessment for the purchase of additional technology (hardware/software) & subscriptions to web-based materials.

3. Purchase the following technology devices for instructional use:

- 50 Laptops for students
- 5 Laptops for staff
- Headphones for student use
- 5 Document Cameras
- 5 Projectors

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).

### **Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All     Students with Disabilities     Specific Student Groups...

Location(s)

All schools     Specific Schools...     Specific Grade Spans...

### **Budgeted Expenditures**

**2016-17****Amount** \$54,000.00**Sources**

LCFF Base Funds	\$50,000.00
PCSGP	\$4,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4315	Classroom Materials and Supplies
4400	Noncapitalized Equipment
4430	Noncapitalized Student Equipment
4700	Food and Food Supplies

**2017-18****Amount** \$54,000.00**Sources**

1.1 1000-3999 LCFF Base	\$50,000.00
1.2 4000-4999	\$2,000.00
1.3 4000-4999	\$2,000.00
1.4 Prop 39	\$0.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4315	Classroom Materials and Supplies
4400	Noncapitalized Equipment
4430	Noncapitalized Student Equipment
4700	Food and Food Supplies

**2018-19****Amount** \$54,000.00**Sources**

1.1 1000-3999 LCFF Base	\$50,000.00
1.2 4000-4999	\$2,000.00
1.3 4000-4999	\$2,000.00
1.4 Prop 39	\$0.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4315	Classroom Materials and Supplies
4400	Noncapitalized Equipment
4430	Noncapitalized Student Equipment
4700	Food and Food Supplies

**2019-20****Amount** \$54,000.00**Sources**

1.1 1000-3999 LCFF Base	\$50,000.00
1.2 4000-4999	\$2,000.00
1.3 4000-4999	\$2,000.00
1.4 Prop 39	\$0.00

**Budget Reference****Action 3** CURRICULUM

New  
 Modified  
 Unchanged

1. 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:

- Hebrew
- Delta Education (FOSS) Science Program
- Go Math
- Leveled Libraries
- CKLA Amplify Curriculum (3-5)
- Words Their Way
- Units of Study from Columbia University (Teacher's College)
- Character Counts
- Reading A-Z
- Fountas & Pinnell Assessment Program
- NWEA Assessment Program

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All   
  Students with Disabilities   
  Specific Student Groups...

Location(s)

All schools   
  Specific Schools...   
  Specific Grade Spans...

**Budgeted Expenditures**

<b>2016-17</b>	
<b>Amount</b>	\$20,000.00
<b>Sources</b>	
PCSGP	\$20,000.00
<b>Budget Reference</b>	
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4315	Classroom Materials and Supplies
4400	Noncapitalized Equipment
4430	Noncapitalized Student Equipment
4700	Food and Food Supplies

**2017-18**

**Amount** \$20,000.00

**Sources**

4000-4999	\$20,000.00
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**Budget Reference**

4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4315	Classroom Materials and Supplies
4400	Noncapitalized Equipment
4430	Noncapitalized Student Equipment
4700	Food and Food Supplies

**2018-19**

**Amount** \$20,000.00

**Sources**

4000-4999	\$20,000.00
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**Budget Reference**

4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4300	Materials and Supplies
4315	Classroom Materials and Supplies
4400	Noncapitalized Equipment
4430	Noncapitalized Student Equipment
4700	Food and Food Supplies

**2019-20**

**Amount** \$20,000.00

**Sources**

4000-4999	\$20,000.00
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**Budget Reference**

**Goal 2**

Professional Development and ELD Proficiency

textBox5

New  
 Modified  
 Unchanged

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

**Identified Need**

- Professional Development: CCSS in ELA/ELD, Math & NGSS
- Professional Development on research-based instructional strategies
- Strengthen ELD Program
- Closely monitor & provide supports for ELL's & LTEL's

**Expected Annual Measurable Outcomes**

**Metric 1.** 100% of teachers will receive Professional Development ELA/ELD Frameworks, Math, & NGSS

<b>Baseline</b>	100% of all teachers received professional development of ELA/ELD frameworks, math & NGSS
<b>2017-18</b>	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS
<b>2018-19</b>	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS
<b>2019-20</b>	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS

**Metric 2.** Will establish growth targets for continuously enrolled ELL's using CELDT Performance

<b>Baseline</b>	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.
<b>2017-18</b>	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.
<b>2018-19</b>	Will establish growth targets for continuously enrolled ELL's using LPAC Performance
<b>2019-20</b>	Will establish growth targets for continuously enrolled ELL's using LPAC Performance

**Metric 3.** Develop a Plan to meet AMAO 1, AMAO 2 growth targets (English Proficiency of ELL's)

<b>Baseline</b>	All ELL's will reach 42% or above proficiency in ELA as measured by internal benchmarks in year 1. All ELL's will reach 43% or above proficiency in ELA as measured by internal benchmarks in year 2
<b>2017-18</b>	All ELL's will reach 54% or above proficiency in ELA as measured by internal benchmarks in 2017-2018. All ELL's will show continued improvement by increasing 1% each year. 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.
<b>2018-19</b>	All ELL's will reach 55% or above proficiency in ELA as measured by internal benchmarks in 2018-2019. All ELL's will show continued improvement by increasing 1% each year. 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.
<b>2019-20</b>	All ELL's will reach 55% or above proficiency in ELA as measured by internal benchmarks in 2019-2020. All ELL's will show continued improvement by increasing 1% each year. 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.

**Metric 4.** Will establish reclassification rate once the school serves grades K-4

<b>Baseline</b>	Reclassification rate is established at 8%.
<b>2017-18</b>	Reclassification rate is established at 13% for the 2017-2018 school year.
<b>2018-19</b>	Reclassification rate is established at 14% for the 2018-2019 school year.
<b>2019-20</b>	Reclassification rate is established at 15% for the 2019-2020 school year.

**Metric 5.** 100% of teachers will receive Professional Development on Research-based strategies and data analysis.

<b>Baseline</b>	100% of all teachers will receive professional development on research-based strategies and data analysis.
<b>2017-18</b>	100% of all teachers will receive Professional Development on Research-based strategies and data analysis.
<b>2018-19</b>	100% of all teachers will receive Professional Development on Research-based strategies and data analysis.
<b>2019-20</b>	100% of all teachers will receive Professional Development on Research-based strategies and data analysis.

## **Actions / Services**

<b>Action 1</b>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

### Professional Development

Lashon Academy will provide extensive Professional Development for entire Instructional Staff and Instructional Administration on the following topics:

- Common Core State Standards ELA/ELD, Math, NGSS
- NWEA MAP Assessments
- Data Analysis (NWEA, SBAC, Fountas & Pinnell)
- Portfolio Review and Performance Task Assessment
- Writing Rubrics and Writing Exams
- Differentiated and Small Group Instruction
- SDAIE Strategies and LPAC components

1. Provide 10-day Summer Professional Development for all Instructional Staff
2. Provide 5 non-instructional days during the school year to include time for data analysis, assess instructional practice, strategy focus, and instructional planning.
4. Provide 3 days of Professional Development End-of-Year (non-instructional days)
5. Costs for Professional Development, Literacy Consultation, and Trainings/Workshops for Director of Curriculum and Lead Teacher Roles.
6. Hebrew teachers will receive professional development from Hebrew Consultants in addition to Hebrew Curriculum and Instructional strategies.
7. Provide learning opportunities for teachers, principal, and director of curriculum through conferences such as CCSA, NWEA, and as requested that align with the school's educational program.

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All    Students with Disabilities    Specific Student Groups...

Location(s)

All schools    Specific Schools...    Specific Grade Spans...

**Budgeted Expenditures**

**2016-17****Amount** \$50,000.00**Sources**

PCSGP & LCFF Sup	\$50,000.00
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**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits
5200	Travel and Conferences
5210	Training and Development Expense
5300	Dues and Memberships
5400	Insurance
5500	Operation and Housekeeping Services
5505	Student Transportation/Field Trips
5600	Space Rental/Leases Expense
5601	Building Maintenance
5605	Equipment Rental/Lease Expense
5800	Professional/Consulting Services and Operating Expenditures
5803	Banking and Payroll Service Fees
5805	Legal Services and Audit
5810	Educational Consultants
5815	Advertising/Recruiting
5820	Fundraising Expense
5890	Interest Expense/Fees
5900	Communications (Tele., Internet, Copies, Postage, Messenger)

**2017-18****Amount** \$50,000.00**Sources**

1000-3999, 5000-5999LCFF Sup \$50,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
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5200	Travel and Conferences
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5600	Space Rental/Leases Expense
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5605	Equipment Rental/Lease Expense
5800	Professional/Consulting Services and Operating Expenditures
5803	Banking and Payroll Service Fees
5805	Legal Services and Audit
5810	Educational Consultants
5815	Advertising/Recruiting
5820	Fundraising Expense
5890	Interest Expense/Fees
5900	Communications (Tele., Internet, Copies,Postage,Messenger)

**2018-19****Amount** \$50,000.00**Sources**

1000-3999,5000-5999 \$50,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
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5200	Travel and Conferences
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5800	Professional/Consulting Services and Operating Expenditures
5803	Banking and Payroll Service Fees
5805	Legal Services and Audit
5810	Educational Consultants
5815	Advertising/Recruiting
5820	Fundraising Expense
5890	Interest Expense/Fees
5900	Communications (Tele., Internet, Copies,Postage,Messenger)

<b>2019-20</b>	
<b>Amount</b>	\$50,000.00
<b>Sources</b>	
1000-3999,5000-5999	\$50,000.00
<b>Budget Reference</b>	

**Action 2**

English Language Development: ELL

- New
- Modified
- Unchanged

1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.
2. Director of Curriculum, Principal, and teachers will analyze data and discuss student progress routinely and use data to:
  - Monitor the progress of ELL's and Reclassified Students (if applicable)
  - Determine the short and long-term needs of ELL's
  - Determine specific actions designed to accelerate language acquisition and learning for ELL's.
  - Embed ELD in within all content areas
  - Evaluate annual growth targets for ELL's (AMAO 1 & AMAO 2) in order to ensure the school is meeting and setting high standards for the students.
  - Provide small group intervention during instructional time
  - Identify supports that focus on supporting ELL's
  - ELD Strategies (Professional Development)
3. Provide ELL students with ELD instruction: 150 minutes of embedded ELD weekly; 30 minutes of phonics/vocabulary/word study daily.
4. Curriculum Director will reclassify students annually based on school's reclassification criteria.
5. All teachers will provide Integrated ELD (academic language development across all disciplines)

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All     Students with Disabilities     Specific Student Groups...

Location(s)

All schools     Specific Schools...     Specific Grade Spans...

**Budgeted Expenditures**

**2016-17****Amount** \$30,000.00**Sources**

LCFF Base \$30,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2017-18****Amount** \$30,000.00**Sources**

1000-3999 LCFF Base \$30,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2018-19**

**Amount** \$30,000.00

**Sources**

1000-3999 LCFF Base	\$30,000.00
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**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2019-20**

**Amount** \$30,000.00

**Sources**

1000-3999 LCFF Base	\$30,000.00
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**Budget Reference**

**Goal 3**

Student Performance

textBox5

- New
- Modified
- Unchanged

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

**Identified Need**

- SBAC Assessments (school wide and sub-group growth and proficiency rates)
- Common Core aligned benchmark assessments

**Expected Annual Measurable Outcomes**

**Metric 1.** NWEA benchmark assessment results in ELA and Math will serve as baseline for growth targets.

<b>Baseline</b>	NWEA benchmark assessment results will serve as baseline for growth targets.
<b>2017-18</b>	2017-2018 NWEA benchmark assessment proficiency target goals are: 67% in Math and 68% in Reading. Growth targets goals are set: a 4% increase in high proficiency/high growth area in both Math and ELA. A 3% decrease in low proficiency/low growth in both Math and ELA areas. Subgroup proficiency goal is set at a baseline of 50% with a yearly expected growth of 3%. above baseline.
<b>2018-19</b>	2018-2019 NWEA benchmark assessment proficiency target goals are: 69% in Math and 70% in Reading. Growth targets goals are set: a 5% increase in high proficiency/high growth area in both Math and ELA. A 4% decrease in low proficiency/low growth in both Math and ELA areas. Subgroup proficiency goal is set at a baseline of 50% with a yearly expected growth of 3%. above baseline.
<b>2019-20</b>	2019-2020 NWEA benchmark assessment proficiency target goals are: 71% in Math and 72% in Reading. Growth targets goals are set: a 6% increase in high proficiency/high growth area in both Math and ELA. A 5% decrease in low proficiency/low growth in both Math and ELA areas. Subgroup proficiency goal is set at a baseline of 50% with a yearly expected growth of 3%. above baseline.

**Metric 2.** SBAC results in Math and ELA will serve as baseline for growth targets.

<b>Baseline</b>	SBAC results will serve as baseline for growth targets.
<b>2017-18</b>	2015-2016 and 2016-2017 SBAC growth target goals will serve as baseline for growth targets given the population size (23 3rd grade students) and upon 2 years of SBAC testing we will have comparable growth data.
<b>2018-19</b>	2015-2016 and 2016-2017 SBAC growth target goals will serve as baseline for growth targets given the population size (23 3rd grade students) and upon 2 years of SBAC testing we will have comparable growth data.
<b>2019-20</b>	2015-2016 and 2016-2017 SBAC growth target goals will serve as baseline for growth targets given the population size (23 3rd grade students) and upon 2 years of SBAC testing we will have comparable growth data.

## Actions / Services

<b>Action 1</b>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

### ASSESSMENTS

1. Implement Fountas & Pinnell Formal Reading Assessments at the beginning of the year in Spring and end of year in May.

2. Administer NWEA Measures of Academic Progress (MAP) assessments in ELA & Math for K-5: 3 times/year with the mid-year assessment used as instructional data to drive instruction.

4. Administer school wide writing assessment 3 times/year to monitor student progress and school wide instructional goals.

5. Administer IAB and Summative Practice Tests in ELA & Math for Grade 3-5 students in preparation for SBAC assessments.

### Serves

This action does not contribute to meeting the Increased or Improved Services Requirement

Students  All  Students with Disabilities  Specific Student Groups...

Location(s)  All schools  Specific Schools...  Specific Grade Spans...

### **Budgeted Expenditures**

<b><u>2016-17</u></b>	
<b>Amount</b>	\$0.00
<b>Sources</b>	
-	\$0.00
<b>Budget Reference</b>	
5400	Insurance
<b><u>2017-18</u></b>	
<b>Amount</b>	\$0.00
<b>Sources</b>	
No Cost Associated	\$0.00
<b>Budget Reference</b>	
<b><u>2018-19</u></b>	
<b>Amount</b>	\$0.00
<b>Sources</b>	
No Cost Associated	\$0.00
<b>Budget Reference</b>	
<b><u>2019-20</u></b>	
<b>Amount</b>	\$0.00
<b>Sources</b>	
No Cost Associated	\$0.00
<b>Budget Reference</b>	

<b>Action 2</b>	<b><u>TECHNOLOGY</u></b>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ol style="list-style-type: none"> <li>1. Provide typing experience for all students in grades K-5 to increase word processing skills and knowledge of computer skills to improve test taking for SBAC and NWEA assessments.</li> <li>2. Provide Professional Development time for data analysis, setting growth targets, creating student goals, and creating focused small group instruction.</li> </ol>

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All    Students with Disabilities    Specific Student Groups...

Location(s)

All schools    Specific Schools...    Specific Grade Spans...

**Budgeted Expenditures**

**2016-17**

**Amount**   \$3,500.00

**Sources**

LCFF Sup   \$3,500.00

**Budget Reference**

5200	Travel and Conferences
5210	Training and Development Expense
5300	Dues and Memberships
5400	Insurance
5500	Operation and Housekeeping Services
5505	Student Transportation/Field Trips
5600	Space Rental/Leases Expense
5601	Building Maintenance
5605	Equipment Rental/Lease Expense
5800	Professional/Consulting Services and Operating Expenditures
5803	Banking and Payroll Service Fees
5805	Legal Services and Audit
5810	Educational Consultants
5815	Advertising/Recruiting
5820	Fundraising Expense
5890	Interest Expense/Fees
5900	Communications (Tele., Internet, Copies,Postage,Messenger)

**2017-18****Amount** \$3,500.00**Sources**

5000-5999 LCFF Sup \$3,500.00

**Budget Reference**

5200	Travel and Conferences
5210	Training and Development Expense
5300	Dues and Memberships
5400	Insurance
5500	Operation and Housekeeping Services
5505	Student Transportation/Field Trips
5600	Space Rental/Leases Expense
5601	Building Maintenance
5605	Equipment Rental/Lease Expense
5800	Professional/Consulting Services and Operating Expenditures
5803	Banking and Payroll Service Fees
5805	Legal Services and Audit
5810	Educational Consultants
5815	Advertising/Recruiting
5820	Fundraising Expense
5890	Interest Expense/Fees
5900	Communications (Tele., Internet, Copies, Postage, Messenger)

**2018-19**

**Amount** \$3,500.00

**Sources**

5000-5999 LCFF Sup	\$3,500.00
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**Budget Reference**

5200	Travel and Conferences
5210	Training and Development Expense
5300	Dues and Memberships
5400	Insurance
5500	Operation and Housekeeping Services
5505	Student Transportation/Field Trips
5600	Space Rental/Leases Expense
5601	Building Maintenance
5605	Equipment Rental/Lease Expense
5800	Professional/Consulting Services and Operating Expenditures
5803	Banking and Payroll Service Fees
5805	Legal Services and Audit
5810	Educational Consultants
5815	Advertising/Recruiting
5820	Fundraising Expense
5890	Interest Expense/Fees
5900	Communications (Tele., Internet, Copies, Postage, Messenger)

**2019-20**

**Amount** \$3,500.00

**Sources**

5000-5999 LCFF Sup	\$3,500.00
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**Budget Reference**

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**Goal 4**

School Culture and Climate

textBox5

New  
 Modified  
 Unchanged

State priorities addressed by this goal:  1  2  3  4  5  6  7  8

**Identified Need**

- Parent participation in school wide events
- Parent participation in decision-making input
- Increase Attendance Rate
- Decrease Chronic Absenteeism Rates

### **Expected Annual Measurable Outcomes**

**Metric 1.** Administer annual stakeholder survey to obtain feedback/input.

<b>Baseline</b>	Administer annual stakeholder survey to obtain feedback/input.
<b>2017-18</b>	Administer annual stakeholder survey to obtain feedback/input.
<b>2018-19</b>	Administer annual stakeholder survey to obtain feedback/input.
<b>2019-20</b>	Administer annual stakeholder survey to obtain feedback/input.

**Metric 2.** Maintain suspension rates below 5%

<b>Baseline</b>	Maintain suspension rates below 5%
<b>2017-18</b>	Maintain suspension rates below 5%
<b>2018-19</b>	Maintain suspension rates below 5%
<b>2019-20</b>	Maintain suspension rates below 5%

**Metric 3.** Maintain expulsion rates below 1%

<b>Baseline</b>	Maintain expulsion rates below 1%
<b>2017-18</b>	Maintain expulsion rates below 1%
<b>2018-19</b>	Maintain expulsion rates below 1%
<b>2019-20</b>	Maintain expulsion rates below 1%

**Metric 4.** Provide parents with multiple opportunities for decision-making input in the school's program including, but not limited to ELAC and SSC meetings.

<b>Baseline</b>	Provide parents with multiple opportunities for decision-making input in the school's program including, but not limited to ELAC and SSC meetings.
<b>2017-18</b>	Provide parents with multiple opportunities for decision-making input in the school's program including, but not limited to ELAC and SSC meetings.
<b>2018-19</b>	Provide parents with multiple opportunities for decision-making input in the school's program including, but not limited to ELAC and SSC meetings.
<b>2019-20</b>	Provide parents with multiple opportunities for decision-making input in the school's program including, but not limited to ELAC and SSC meetings.

**Metric 5.** Increase parent participation rate in school wide programs/events. Continue to increase PTO membership rate yearly.

<b>Baseline</b>	Increase parent participation rate in school wide programs/events. Continue to increase PTO membership rate yearly.
<b>2017-18</b>	Increase parent participation rate in school wide programs/events. Continue to increase PTO membership rate yearly.
<b>2018-19</b>	Increase parent participation rate in school wide programs/events. Continue to increase PTO membership rate yearly.
<b>2019-20</b>	Increase parent participation rate in school wide programs/events. Continue to increase PTO membership rate yearly.

**Metric 6.** Increase ADA by 0.33% annually.

<b>Baseline</b>	Increase ADA by 0.33% annually. ADA goal is 96.13%
<b>2017-18</b>	Increase ADA by 0.33% annually. ADA goal is 96.46%.
<b>2018-19</b>	Increase ADA by 0.33% annually. ADA goal is 96.79%.
<b>2019-20</b>	Increase ADA by 0.33% annually. ADA goal is 97.12%.

**Metric 7.** Decrease Chronic Absenteeism Rates by 0.33% annually.

<b>Baseline</b>	Decrease Chronic Absenteeism Rates by 0.33% annually. Goal is 4.84%.
<b>2017-18</b>	Decrease Chronic Absenteeism Rates by 0.33% annually. Goal is 4.51%.
<b>2018-19</b>	Decrease Chronic Absenteeism Rates by 0.33% annually. Goal is 4.18%.
<b>2019-20</b>	Decrease Chronic Absenteeism Rates by 0.33% annually. Goal is 3.85%.

## **Actions / Services**

<b>Action 1</b>	<u>PARENT PARTICIPATION/PARTNERSHIPS</u>
<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Modified	
<input type="checkbox"/> Unchanged	

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:

1. Provide "Coffee with the Principal" – to address questions and/or concerns from parents, discuss upcoming school wide events, and current issues.
2. Administer a stakeholder survey to receive input and feedback regarding academic, safety, personnel, and other program related questions to help guide school decisions.
3. Lashon Academy will host at least 2 parent workshops and/or trainings during the school year on relevant parent driven topics.
4. Host school wide events including, but not limited to:  
Open House  
Back to School Night  
Student Performances  
Parent/Student Orientation Day  
School Community Picnic at the Park
5. Hire a Behavior Dean/Counselor to increase parent partnerships, student motivation, positive behavior support, and overall school culture.

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

- All     Students with Disabilities     Specific Student Groups...

Location(s)

- All schools     Specific Schools...     Specific Grade Spans...

**Budgeted Expenditures**

**2016-17****Amount** \$40,000.00**Sources**

LCFF Sup \$40,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2017-18****Amount** \$40,000.00**Sources**

1000-3999 LCFF Sup \$40,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2018-19****Amount** \$40,000.00**Sources**

1000-3999 LCFF Sup	\$40,000.00
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**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2019-20****Amount** \$40,000.00**Sources**

1000-3999 LCFF Sup	\$40,000.00
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**Budget Reference****Action 2****PARENT DECISION-MAKING/INPUT**

- New
- Modified
- Unchanged

1. Host at least 2 ELAC meetings annually to address the school's Title III/ELL/LTEL Educational Program, address the ELD program, give input on LCAP goals, and develop methods to support student learning.
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 & Math student academic achievement.
3. Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).
4. Continue to administer stakeholder survey to gain insight and feedback regarding the school program and progress.

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All  Students with Disabilities  Specific Student Groups...

Location(s)

All schools  Specific Schools...  Specific Grade Spans...

## **Budgeted Expenditures**

**2016-17**

**Amount** \$0.00

**Sources**

**Budget Reference**

**2017-18**

**Amount** \$0.00

**Sources**

No Cost Associated \$0.00

**Budget Reference**

**2018-19**

**Amount** \$0.00

**Sources**

No Cost Associated \$0.00

**Budget Reference**

**2019-20**

**Amount** \$0.00

**Sources**

No Cost Associated \$0.00

**Budget Reference**

**Action 3**

SCHOOL CLIMATE

New  
 Modified  
 Unchanged

1. Implement Character Counts Curricular Program and Positive Discipline System school wide. Behavior Counselor will be in charge of implementation.

2. Host monthly schoolwide assemblies to recognize students who exemplify positive behavior and recognize classes that are following school rules.

3. Host an assembly/celebration each trimester to recognize students for the following:  
Academic performance  
Attendance  
Growth  
Citizenship

4. Host annual parent meetings, where discussion takes place on the school's program, expectations, policies & procedures, parent/student handbook, attendance process/accountability and school updates.

5. Through a partnership with PTO, continue to provide students with at least 2 field trip opportunities for all students yearly.

**Serves**

This action does not contribute to meeting the Increased or Improved Services Requirement

Students

All    Students with Disabilities    Specific Student Groups...

Location(s)

All schools    Specific Schools...    Specific Grade Spans...

**Budgeted Expenditures**

**2016-17****Amount** \$30,000.00**Sources**

LCFF Sup \$30,000.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2017-18****Amount** \$0.00**Sources**

1000-3999 LCFF Sup \$0.00

**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2018-19****Amount** \$0.00**Sources**

1000-3999 LCFF Sup	\$0.00
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**Budget Reference**

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
2300	Classified Supervisor and Administrator Salaries
2400	Clerical, Technical, and Office Staff Salaries
2900	Other Classified Salaries (Noon and Yard Sup, etc.)
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
3703	Other Post Employment Benefits
3903	Other Employee Benefits

**2019-20****Amount** \$0.00**Sources**

1000-3999 LCFF Sup	\$0.00
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**Budget Reference**

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18

Estimated Supplemental and Concentration Grant Funds	\$345,189.00
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Percentage to Increase or Improve Services	11 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

The services in the LCAP far exceed the 11.10% 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.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds