Local Control Accountability Plan and Annual Update (LCAP) Template

2019

LEA Name	Contact Name and Title	Email and Phone
Lashon Academy Charter School	Sara Garcia Principal	sgarcia@lashonacademy.og 818.514.4556

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. Surveys to parents, students and staff have been submitted to receive comprehensive feedback from all of our stakeholders in regards to our practices and LCAP goals progress. • GOAL 1 – Curriculum and Instruction: Provide students with access to: Highly qualified teachers; access to Common Core Curriculum; instructional materials; educational technology; learning environments within facilities that are safe, secure, clean, well-maintained and in good repair. 3 Actions/Services.   This year, CKLA Amplify Curriculum (3-5)-3 Units per year for each 3rd-5th grade classroom Words Their Way-all 5 levels were purchased for use with our EL students Units of Study from Columbia University (Teacher's College)-All teachers received the units of study for both writing and reading Character Counts. Reading A-Z-All students were given a student account to access assigned leveled reading books, online leveled library, and Science specific texts and materials. Fountas & Pinnell Assessment Program-Assessments kits were purchased for all grade levels to complete 3 times a year for our informal reading benchmark exams. NWEA Assessment Program-all students had a testing account in which they took 3 benchmarks per year in the areas of Reading and Mathematics. Additionally, Second Step Tier 1 social emotional curriculum was purchased for use school wide to help with implementation of a school wide positive behavior policy. Our teacher survey showed that schoolwide assessment provided accurate information about students progress. Parent survey shows high levels of meeting and exceeding expectations in regards to their student's teacher performance and their child's performance. • 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. Teachers survey results demonstrated high approval of the professional development opportunities Lashon Academy provided to support their role. In addition, the results showed teachers' interest for NGSS training. • GOAL 3 - Develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time. This school year, teachers had a Lead Teacher per grade level, and a Head of Curriculum and Instruction to support ongoing staff development and weekly collaborative planning time. • 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. Our parent survey shows a high rate of students feeling safe and connected to school. Student survey shows student feeling supported at school.   This year we implemented Character Counts, Responsive Classroom Morning Meetings, and Second Step programs to increase a positive and safe school culture and climate.

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 2017-18 school data, during the 2017-2018 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. Provided 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 2-5 had a computer ratio of 1:1 and grades K-1 had a ratio of 4:1

Goal #2
1.Increased teacher training in ELA and ELD instructional strategies during the school year additionally adding lead teachers for ELA and ELD to conduct school wide trainings and support.
2.100% of teachers received professional development for ELA/ELD frameworks and math.
3.100% of teacher received professional development on research based strategies.
4.Analyzed our growth targets for CELDT performance in order to meet yearly goals and establish new growth targets.
5.Analyzed our growth targets for English Proficiency of EL's to meet yearly goals and establish new growth targets.
6.Analyzed and met our 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 implemented a variety of strategies.
1.Added more supervision in our campus and saw a reduction in yard behavior incidents.
2.We added a school counselor, who provides behavior support to students and training to teachers in conflict resolution strategies, and communicates with parents, which resulted in a 0% suspension rate.
4.Implemented a Character Development program with incentives and whole-school weekly Morning Assemblies.
5.Communicated with parents through LivingTree, an online dynamic school communication system.
6.Increased opportunities throughout the year for parents to meet with the principal during scheduled meetings, SSC and ELAC councils, PTO, and/or informal coffee with the principal. Also included and implemented principal messages and short videos via YouTube.

Internal Benchmarks - NWEA:
Math demonstrated a 10% proficiency growth.

Subgroups:
Our ELL subgroup in Math NWEA demonstrated an 19% proficiency increase.
Our ELL subgroup in Reading NWEA demonstrated a 3% proficiency growth.
Our SPED subgroup in Math NWEA demonstrated a 20% proficiency growth.

Stakeholder input:
Teachers, parents, and students expressed their increased sense of safety in the school with the addition of supervision, 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 additionally, classroom management improved with the added counselor support with students. Parent support and attendance at school events increased with the addition of student showcase events 3 times a year.

Suspension rate decreased from a 3% to 0%. We will continue to work with our counselor on behavior strategies and school wide positive behavior programs.

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 2017-18 school data) during 2016-2017 Lashon Academy identified the greatest needs in the following areas:

1. Schoolwide NWEA Reading scores showed a decline by 4%. While subgroups (ELL and SPED) saw slight increases, overall Reading proficiency scores were lower in the 2017-18 school internal data. The focus for this year did shift to Math, based on previous scores. Moving into the 2018-19 school year it will be important to keep a balance between Reading and Math support. We will be implementing a school wide intervention program for both subject areas. This intervention program will work at students' individual learning levels, which works directly off of NWEA scores.

2. 4th grade 2017-2018 internal benchmark assessment data shows a significant decrease compared to other grade levels in overall proficiency in both the areas of Math and ELA. This grade demonstrates our highest needs for support during the 2018-19 school year. The implementation of the intervention system, added support of a literacy coach, and shift in teacher grade levels will be used to focus on improving growth scores and overall proficiency.

3. Chronic absenteeism increased to a 15.6% for the 2017-18 school year. This increase demonstrates the need for a school wide system and administrative support to work on decreasing to a 10% rate for the 2018-19 school year.

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 and reading proficiency in both math and reading have shown growth, however the overall performance levels are below the all student performance. We are planning to add an additional SPED teacher, literacy coach, and intervention system to address these performance gaps. Additionally, we will be increasing the frequency of the MCD meetings in order to progress monitor throughout the year.

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. The implementation of the overall intervention system will work with students' academic skills based on NWEA data. 3rd-6th grades will also have the addition of an instructional aide for core academic subjects.

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 and school psychologist 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 in additional to supplemental curriculum for EL students
-Additional small group Intervention and support blocks with instructional aide in the 3rd-6th grade level in core academic areas.
-      Literacy Specialist Teacher
-      Intervention schoolwide sytem

Budget Summary

Total General Fund Budget Expenditures for LCAP Year | $4,396,862.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year | $1,236,000.00

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.

Budgeted expenditures that are not captured in this years LCAP are some facility costs, payroll fees, back office service fees, advertising costs, audit costs, general liability insurance, and district oversight fees to name a few. While some of these costs are instrumental in the performance and educational value provided to staff and students, the school wanted to make sure its current LCAP goals and actions get tracked and recorded appropriately for review year over year.

Total Projected LCFF Revenues for LCAP Year | $4,229,880.00

Annual Update

LCAP Year Reviewed: 2017-18

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

State and/or Local Priorities addressed by this goal:

State Priorities	1

Annual Measurable Outcomes

Expected	Actual
100% of teachers will be appropriately credentialed and assigned. 100% of students will have access to Common Core aligned ELA & Math Curriculum. Student access to technology – Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-5)	100% of teachers are appropriately credentialed and assigned. 100% of students had access to Common Core aligned ELA & Math Curriculum. Student access to technology – Student to Computer ratio: 4:1 (Grades K-1) Student to Computer ratio: 1:1 (Grades 2-5)

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - HQT and Staff 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	1. Costs associated with BTSA Program for 2 teachers. 2. Office Manager, Office clerk, & Director of Operations verified teachers credentials, CLAD certifications and ensured live scan was completed and documented in employee's personnel file. Costs associated full-time Office Manager, Director of Operations and live scans. 3. Acquired, developed and retained 15 highly qualified teachers, 2 Resources Specialist (SPED); provided a rigorous academic program and attended 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, conducted classroom observations, hiring/dismissal of staff, met and developed partnerships with parents; ordered/approved orders for curricular/instructional materials, etc. Costs included 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 included: • Resource Specialist (See #2 above) • Occupational Therapist • Assisted Physical Education • Speech & Language Specialist • Behavior Dean• Psychologist	$781,000.00	$781,259.73

Action 2 - **FACILITY AND TECHNOLOGY** 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).	1. Director of Operations maintained laptops, provided technical support and ensured updates of all computers for instructional and assessment use. Director of Operations also assessed school-wide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices and purchased a hotspot to improve connectivity in certain areas of campus. 2. Developed a needs assessment for the purchase of additional technology (hardware/software) & subscriptions to web-based materials. 3. Purchased the following technology devices for instructional use: • Enough laptops to reach a 1:1 ratio grades 2nd through 5th grade 76 Laptops for students • 2 Laptops for staff • 50 Headphones for student use • 6 Document Cameras • 4 Projectors • 12 Tablets • 20 Acoustic transmission wireless headset microphone audio system for translation and simultaneous interpretation. 4. Provided full-time janitorial services to maintain a clean and safe school site. In addition, ensured facilities repairs are documented and completed. Completed an annual Facilities Inspection Report (FIT).	$54,000.00	$64,855.79

Action 3 - CURRICULUM			
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	Purchased the following Common Core aligned curricular and instructional materials for grades TK-5, Hebrew-reading materials for levels 1, 2, and 3 additional vocabulary resources were purchased for levels 1, 2 Delta Education (FOSS) Science Program: All 3 units per year along with refill kits were purchased for all grade levels Go Math-All student texts, workbooks, online accounts, SBAC prep books, and math literature books were purchased for all grades Leveled Libraries-additional reading books were purchased and added to all classroom libraries to match a 50/50 ratio of literature and Informational texts. CKLA Amplify Curriculum (3-5)-3 Units per year for each 3rd-5th grade classroom Words Their Way-all 5 levels were purchased for use with our EL students Units of Study from Columbia University (Teacher's College)-All teachers received the units of study for both writing and reading Character Counts-This was not a purchased curriculum as online access was available Reading A-Z-All students were given a student account to access assigned leveled reading books, online leveled library, and Science specific texts and materials. Fountas & Pinnell Assessment Program-Assessments kits were purchased for all grade levels to complete 3 times a year for our informal reading benchmark exams. NWEA Assessment Program-all students had a testing account in which they took 3 benchmarks per year in the areas of Reading and Mathematics. Additionally, Second Step Tier 1 social emotional curriculum was purchased for use school wide to help with implementation of a school wide positive behavior policy	$20,000.00	$30,504.88

Goal Analysis

Overall implementation of the actions/services to achieve goal.

In order to achieve our goal of 100% of teachers appropriately credentialed and assigned, we implemented a detailed and specific HR processes and procedures handbook. All relevant office staff and administration were trained on the processes to ensure proper oversight during the hiring process. These processes included the delegation of specific duties including but not limited to verifying credential issue dates, proper certifications including EL certification, ensuring the completion and approval of all live scan and completing a candidate's employee file before formal hiring of the candidate.

Meeting the goal to ensure all students had access to common core aligned curriculum was the responsibility of the Director of Curriculum and Instruction. Through an inventory and assessment, curriculum was purchased and allocated to each student. Continued monitoring throughout the year was implemented to ensure students newly enrolled were provided with all core curriculum.

Student access to technology was a successful goal area due to the implementation of a new technology lead teacher position in partnership with the Director of Operations to ensure all school wide infrastructure and instructional technology was provided school wide and in good working condition. The office assistant was assigned the role of updating inventory throughout the year to monitor numbers and needs.

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

The actions and services used to achieve the goals were very effective. Each action and service was directly related to the success of each goal. Retention and recruitment strategies for staffing led to all staffing vacancies being filled with fully credentialed and appropriately placed instructional staff. The yearly PD calendar and ongoing support was effective and evident through successful academic goals. Technology actions and services were effective with the successful implementation of new instructional computer programs and the infrastructure that supported all SBAC testing and completion. All core curriculum purchased was updated with common core standards and new NGSS standards.

Material differences between budgeted expenditures and estimated actual expenditures

There were no major material differences between budgeted and estimated actual expenditures.

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.

Due to the successful implementation of the actions and services and the effectiveness achieving all goal areas no changes will be made.

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.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4

Annual Measurable Outcomes

Expected	Actual
100% of all teachers will receive PD in ELA and ELD, Math, and NGSS with special attention to data analysis 54% EL student proficiency on internal benchmarks for ELA 13% EL reclassification rate	100% of all teachers received PD throughout the year in ELA, ELD, and Math. An ELD lead teacher position was added this year to give extra support within ELD and provide in the classroom support with SDAIE strategies. Full implementation of Science PD was not added this year. The focus remained within the areas of ELA, ELD, and math based on data and needs of the school. 37% EL student proficiency on internal benchmarks for ELA. 16.1% EL reclassification rate was 4% higher then expected goal.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - **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.	Lashon Academy provided an extensive Professional Development program for entire Instructional Staff and Instructional Administration on the following topics: •Common Core State Standards ELA/ELD, Math, (NGSS was focused heavily with 5th grade teacher) •NWEA MAP Assessments-Teachers all were trained on the new data report Next Generation Student Profile report, which gave a more detailed snapshot of the student's progress for all Fall, Winter, and Spring assessment from the first grade they began taking the NWEA assessments. Areas of growth and/or weakness were correlated with state standards in order for teachers to make instructional decisions. •Data Analysis (NWEA, SBAC, Fountas & Pinnell)-Training on new NWEA data reporting, Analyzing student SBAC data from prior testing year along with NWEA and F&P in order to get a detailed assessment report of how to best group the student and possible interventions needed. •Portfolio Review and Performance Task Assessment-Portfolio review did not happen this year, however we did focus heavily on Performance Task Assessment professional development so that teachers created one each trimester for both ELA and Math, which were then showcased for parents. •Writing Rubrics and Writing Exams-All teachers were trained on how to calibrate within grade levels on the 3 genres (Narrative, Informative, and Opinion) using both the SBAC rubrics for grades 3-5 and internal standards based rubrics for K-2 •Differentiated and Small Group Instruction-Teachers were trained in small group instruction for both Math and Reading. Within the workshop model there is a designated time for teachers to	$50,000.00	$50,250.00

pull and work with a small group. Strategies were discussed on how to group students and the skill type lessons for each small group.
•SDAIE Strategies and LPAC components- Lead EL teacher worked this year providing teacher workshops on various types of SDAIE methods focusing on the content areas.

1. Provided 10-day Summer Professional Development for all Instructional Staff-differentiated for new and seasoned teachers.

2. Provided 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 received professional development 3 Hebrew strategy and reading workshops from Hebrew Consultants in addition to Hebrew Curriculum Coordinator working with teachers on Instructional strategies.

7. Provided 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. Additionally the Director of Curriculum and lead teachers attended the SBAC Institute training, IAB hand scoring training, ELPAC training for test administration, and NGSS workshop.

Action 2 - **English Language Development: ELL** 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)	1. ELL Coordinator administered the initials using the CELDT assessment. The annuals were assessed using the ELPAC assessment. 2.Director of Curriculum, Principal, and teachers analyzed data and discussed student progress routinely during MCD meetings, PD meetings, and data analysis meetings and used the data to: •Monitor the progress of ELL's and Reclassified Students. Teachers used informal assessment data throughout the year to monitor those students progressing a level and/or language arts scores for those students that were reclassified within 2 years. •Determined the short and long-term needs of ELL's through assessment data, portfolio work and trimester grading. •Determined specific actions designed to accelerate language acquisition and learning for ELL's. The EL lead teacher was able to work on training staff through workshops on the most effective strategies designed to improve the language acquisition for EL students. •Embed ELD in within all content areas. This was a main focus this year. Our EL lead teacher planned and focused majority of ELD instructional workshops on strategies to embed within the content areas of Social Studies and Science. •Evaluated annual growth targets and reclassification rates in order to ensure the school is meeting and setting high standards for the students. •Provide small group intervention during instructional time. All reading block time had a 20min. small group time during the workshop model. Students not progressing were additionally pulled out of class for a 20min. reading intervention block. •Identify supports that focus on supporting ELL's. Supports and strategies were implemented across all content areas and core instructional blocks.	$30,000.00	$32,213.50

	•ELD Strategies (Professional Development). Lead EL teacher ran 3 workshops throughout the year on core ELD strategies with follow-time in the classrooms to give feedback on the implementation. 3.Provided ELL students with ELD instruction: 150 minutes of embedded ELD weekly; 30 minutes of phonics/vocabulary/word study daily. Words Their Way was the primary resource used during this ELD/word study time. 4.Curriculum Director reclassified students annually with a 16.1% based on the school's reclassification criteria. 5.All teachers provided Integrated ELD (academic language development across all disciplines)		

Goal Analysis

Overall implementation of the actions/services to achieve goal.

100% of all teachers received PD throughout the year. Lashon Academy administration met during the summer to complete a needs assessment of PD topics to be addressed throughout the year. During this time an instructional PD calendar was completed to ensure PD workshops were assigned. All teachers completed sign in sheets and feedback evaluations in order to progress monitor the effectiveness of the PD's. The evaluations were used to determine the frequency and type of classroom support and extra support needed.

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

The actions and services were effective to achieve the goals including 100% teacher professional development and support within core curriculum areas and an increased reclassification rate.
Actions and services will remain the same within these two goal areas. The creation of a yearly PD calendar for support and a lead ELD teacher/coordinator that uses progress monitoring throughout the year along with monthly administrative meetings will continue for the next year. Student ELD portfolio reviews, integrated and additional ELD time added to the daily schedule, professional development on ELD standards and SDAIE strategies were all effective in exceeding our reclassification goal to a 16.1%.

Material differences between budgeted expenditures and estimated actual expenditures

No major material differences between the budgeted expenditures and estimated actual expenditures.

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.

Within the goal planning for the 18-19 and 19-20 school years the goal for EL student proficiency on internal benchmarks for ELA was changed to 40% and 41% while continuing to monitor student progress and adjusting the goal as needed.

Goal 3

Student Performance

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

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4

Annual Measurable Outcomes

Expected	Actual
Within internal NWEA benchmarks school wide Math proficiency will be 67%. Within internal NWEA benchmarks school wide ELA proficiency will be 68% Growth will be at a 1% yearly Subgroup proficiency (EL and SPED) will reach a threshold of 50% or above. SBAC data expected goal is 62% proficiency is Math SBAC data expected goal is 61% proficiency is ELA Growth will be expected at a 1% yearly growth target	NWEA benchmarks school wide Math proficiency was 75%. NWEA benchmarks school wide ELA proficiency was 62%. Growth was 8% in Math and a decrease of 6% in ELA Subgroup proficiency (EL and SPED) all increased within both ELA and Math, however did not meet the 50% threshold in the areas of EL subgroup in ELA and SPED in Math. 2016-2017 SBAC data (awaiting 2017-18 data) SBAC data 62% proficiency in Math SBAC data 60% proficiency in ELA SBAC data proficiency in Math maintained and ELA decreased by 4%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 1 - **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. 3. Administer school wide writing assessment 3 times/year to monitor student progress and school wide instructional goals. 4. Administer IAB and Summative Practice Tests in ELA & Math for Grade 3-5 students in preparation for SBAC assessments.	1.Implemented Fountas & Pinnell Formal Reading Assessments at the beginning of the year in Fall and end of year in Spring. We added a Winter F&P assessment for all grade levels. Kindergarten students did not take the Fall assessment and instead completed the Winter and Spring assessments in order to give them adequate time to adjust to school transition and begin with letter recognition, sound correspondence, and concepts of print. 2.Administered the 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 and used as a predictor for SBAC probability. In addition a new data report, The Next Generation Student Profile was used by all teachers in order to get a more detailed description on all areas linked to common core standards that students showed areas of weakness and/or strengths. 3.Administered school wide writing assessment 3 times/year to monitor student progress and school wide instructional goals. Fall assessment, Narrative writing. Winter assessment, Informative writing. Spring assessment, Opinion writing. All exams were used to calibrate across grade levels to determine skill areas that needed additional instructional time. All exams were graded based on common core standards based rubrics. Grades 3-5 used the SBAC writing rubrics for scoring and instruction. 4.Did not administer the IAB assessments as planned, however the Summative Practice Tests in ELA & Math for Grade 3-5 students were used both as practice and instructionally in preparation for SBAC assessments. IAB's will be a major focus for next year with all 3-6 students in both Math and ELA subject areas.	$0.00	$0.00

| Action 2 - **TECHNOLOGY**
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. 2. Provide Professional Development time for data analysis, setting growth targets, creating student goals, and creating focused small group instruction. | 1. Provided typing experience for all students in grades K-5 to increased word processing skills and knowledge of computer skills to improve test taking for SBAC and NWEA assessments. Kinder and 1st grade students had access to computers centers in the classroom. 2nd through 5th grade students had access to a computer on a 1:1 ratio. These students had access to Reading A-Z, Go Math web components, and Compass, an intervention program which provides academic support.2. Provided Professional Development time for data analysis, setting growth targets, creating student goals, and creating focused small group instruction.   The Director of Curriculum and Instruction provided support and guidance to teachers, analyzing student work and data. | $3,500.00 | $4,675.00 |

Goal Analysis

Overall implementation of the actions/services to achieve goal.

Student performance involved the following implementations:
Teacher PD on effective classroom instruction in all core subjects and data analysis
Lead teacher positions within content areas to help support instruction and teacher support
SBAC workshops and trainings for all administration and instructional staff
Implementation of school wide informal assessment calendar and data analysis meetings
Developed and implemented an intervention system for both ELA and Math

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

The actions and services used to achieve the articulated goal were successful within our Math data. The focus on teacher PD and instructional strategies, implementation of technology based instruction, and frequency of intervention program will continue for the following year. NWEA was an effective measure of assessment, which was used 3 times throughout the year to adjust instruction to move students towards standards mastery. Frequent internal assessments were used instructional and developed with benchmark points to measure student progress.

Material differences between budgeted expenditures and estimated actual expenditures

No major material differences between budgeted expenditures and estimated actual expenditures.

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 to both Math and ELA goal proficiency percentages are reflected within the 18-19 and 19-20 goal planning. Proficiency goals will be monitored yearly and progress monitoring will be used to adjust goals and objectives as needed. Internal benchmark scores will be used to create modified intervention groups and implementation of student supports.

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.

State and/or Local Priorities addressed by this goal:

State Priorities	3,5,6

Annual Measurable Outcomes

Expected	Actual
1.Administer annual stakeholder survey to obtain feedback/input. 2. Maintain suspension rates below 5% 3. Maintain expulsion rates below 1%. 4. Provide parents with multiple opportunities for decision-making input in the school's program including, but not limited to ELAC and SSC meetings. 5.Increase parent participation rate in school wide programs/events. Continue to increase PTO membership rate yearly.6. Increase ADA by 0.33% annually. ADA goal is 96.46%7.Decrease Chronic Absenteeism Rates by 0.33% annually. Goal is 4.51%.	Administer annual stakeholder survey for parents, students and, teachers. 2. Suspension rates at 0%. 3. Expulsion rates at 0%. 4. Provided parents with multiple opportunities for decision-making including ELAC, SSC and general parent meetings. 5.Increased parent participation rate in school wide programs/events. Continue to increase PTO membership rate. 6. ADA was 95.13% 7. Chronic Absenteeism was 15.6%.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1 - **PARENT PARTICIPATION/PARTNERSHIPS** At Lashon Academy, we strive to develop cohesive partnerships with parents that support 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.	At Lashon Academy, we strive to develop cohesive partnerships with parents that support participation and/or involvement at the school and/or supporting their child's academic goals: 1. Principal had an open door policy to meet with parents and met with PTO parents on a monthly basis. Provided "Coffee with the Principal" All parents were invited to these meetings – to addressed questions and/or concerns from parents, discussed 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 host 2 parent workshops/trainings during the school year about positive discipline at school and at home, lead by our School Dean, and on our community diversity. 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.	$40,000.00	$42,230.49

Action 2 - **PARENT DECISION-MAKING/INPUT** 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	Hosted 2 ELAC meetings annually to address the school's Title III/ELL/LTEL Educational Program, addressed the ELD program, gave input on LCAP goals, and developed methods to support student learning. 2. Established and hosted 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.Supported parent participation and involvement through the Parent Teacher Organization (PTO). 4. Administered stakeholder survey to gain insight and feedback regarding the school program and progress	$0.00	$0.00

Action 3 - **SCHOOL CLIMATE** 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.	1. Implement Character Counts Curricular Program and Positive Discipline System school wide. Behavior Counselor and Principal were in charge of implementation. Staff members were provided with character counts slips, which they would give to students who shown exemplary character traits in the classroom, on the yard and at lunch. The principal and Dean of Behavior lead a weekly morning message, where they set expectations and focus for the week. In addition, during these messages, students were chosen to lead a raffle where the winners would earn a price. 2. Hosted weekly schoolwide assemblies to recognize students who exemplify positive behavior and following school rules. 3. Host an assembly/celebration at the end of the year to recognize students for the following: Academic performance Attendance Growth Citizenship 4. Hosted 3 parent meetings a year. During these meetings, the principal and parents discussed the school's program, expectations, policies & procedures, parent/student handbook, attendance process/accountability and school updates. 5. Through a partnership with PTO, the school provided students with 2 field trips opportunities for all students yearly.	$0.00	$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. A change of the PTO president mid-year was a smooth transition that was well received by our latino community. We hired a PR Coordinator who contributed to networking within our community and provided support connecting our parents. . 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 and classroom parents, 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. The Behavior Dean and Principal collaborated to implement the character counts program and morning assemblies. Dean of behavior implemented 2nd Step Social Emotional Development Program and Principal supported the implementation of Responsive Classroom Morning Meetings. This will continue be a focus goal area for us in the following years. We had a School Culture Teacher Lead assigned to provide support to staff and organizing schoolwide engaging events. 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. We increased communication to parents through LivingTree.

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. A change of the PTO president mid-year was a smooth transition that was well received by our latino community. We hired a PR Coordinator who contributed to networking within our community and provided support connecting our parents. As a result, our parent meetings and PTO meetings have been positive and productive for our school.   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 and classroom parents, 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. The Behavior Dean and Principal collaborated to implement the character counts program and morning assemblies. Dean of behavior implemented 2nd Step Social Emotional Development Program and Principal supported the implementation of Responsive Classroom Morning Meetings. School incidents decreased significantly, reaching a 0% suspensions.   This will continue be a focus goal area for us in the following years. We had a School Culture Teacher Lead assigned to provide support to staff and organizing schoolwide engaging events. 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. The increased communication with parents through LivingTree resulted into more parent participation and acceptance of this media.

Material differences between budgeted expenditures and estimated actual expenditures

No major variances in expenditures between budgeted expenditures and estimated actual expenditures.

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.

Goals will remain the same.

Stakeholder Engagement

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 2018-19 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 surveys
• 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 10, 2017: Parent Orientation
August 28, 2017: PTO Meeting
September 7, 2017: Back to School Night
September 27, 2017: PTO Meeting
October 26, 2017: ELAC/SSC – LCAP Goal Update and Planning
October 31, 2017: PTO Meeting
November 29, 2017: PTO Meeting
January 31, 2018: PTO Meeting
February 8, 2018: ELAC/SSC – LCAP Goal Update and Planning
February 27, 2018: PTO Meeting
March 28, 2018: PTO Meeting
May 9, 2018: ELAC/SSC: LCAP Priorities and next year goals

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?

The involvement of all stakeholders supported the improvement of positive parent participation and in school activities. For example, parent support increased implementation of extracurricular activities, and student behaviors have improved as a result of discussions surrounding proactive and positive discipline. Based on the stakeholder survey feedback we are purchasing enough computers to keep 1:1 computer ratio for 2nd grade. Our parent communication online tool, LivingTree, provides a language translation feature, which facilitated frequent school wide information access and communication between the school and parents who speak different languages. The transmission wireless headset microphone audio system for translation and simultaneous interpretation tool, provided for higher attendance during parent meetings with an inclusion model for all stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified

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

State and/or Local Priorities addressed by this goal:

State Priorities	1

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	**2017-18**	**2018-19**	**2019-20**
Teachers Fully Credentialed and Appropriately Assigned (as measured by SARC, HR Internal Data and CALPADS)	100% of teachers are appropriately credentialed and assigned.	Maintain 100% of teachers appropriately credentialed and assigned.	Maintain 100% of teachers appropriately credentialed and assigned.	Maintain 100% of teachers appropriately credentialed and assigned.
Ensure facilities are in good repair as documented in annual FIT Report	Facilities are in good repair as documented in annual FIT Report	Maintain clean and safe facilities as measured by an overall score of Good or better on the FIT Report).	Maintain clean and safe facilities as measured by an overall score of Good or better on the FIT Report).	Maintain clean and safe facilities as measured by an overall score of Good or better on the FIT Report).
Student access to technology – Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-4) as shown on technology inventory.	Student access to technology – Student to Computer ratio: 4:1	Student access to technology – Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-5)	Student access to technology – Student to Computer ratio: 4:1 (Grades K-1) Student to Computer ratio: 1:1 (Grades 2-6)	Student access to technology – Student to Computer ratio: 4:1 (Grades K-1) Student to Computer ratio: 1:1 (Grades 2-6)
100% of students will have access to Common Core aligned ELA & Math Curriculum as measured by proof of purchase.	100% of students have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.	100% of students will have access to Common Core aligned ELA & Math Curriculum.

Planned Actions / Services

Action 1

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

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Location(s):

All Schools

Actions/Services

Modified

HQT and Staff 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, and Director of Operations. 3.　Acquire, develop and retain 18 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.

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.

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

Costs for Special Education Services: Personnel costs include:
•Resource Specialist
•Occupational Therapist
•Assisted Physical Education
•Speech & Language Specialist
•Counselor
•Psychologist

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	$942,000.00

Sources

1.1 5200 LCFF Sup	$10,000.00
1.2 1000-3999 LCFF Base	$50,000.00
1.3 1000-3999 LCFF Base	$800,000.00
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	$992,000.00

Sources

1.1 5200 LCFF Sup	$10,000.00
1.2 1000-3999 LCFF Base	$50,000.00
1.3 1000-3999 LCFF Base	$850,000.00
1.4 5200	$22,000.00
1.5 1000-3999, 5800 LCFF Sup	$60,000.00

Budget Reference

Action 2

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

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

FACILITY and TECHNOLOGY 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 school wide 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: •   80 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).

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	$154,000.00

Sources

1.1 1000-3999 LCFF Base	$150,000.00
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
5600	Space Rental/Leases Expense
5601	Building Maintenance
5605	Equipment Rental/Lease Expense

2019-20

Amount	$174,000.00

Sources

1.1 1000-3999 LCFF Base	$170,000.00
1.2 4000-4999	$2,000.00
1.3 4000-4999	$2,000.00
1.4 Prop 39	$0.00

Budget Reference

Action 3

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

Students to be Served:	**Location(s):**
All Students	All Schools

Actions/Services

Modified

CURRICULUM Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-6: Hebrew reading curriculum for all grades levels 1-3 Delta Education (FOSS) Science Program-new kit for grade 6 and refill kits for grades K-5 Go Math-new grade 6 curriculum and consumable purchase for grades K-5 Leveled Libraries-new leveled library for 6th grade and additional books to add to current classroom libraries in grades K-5 with an equal ratio of literature and Informational texts. Continue to focus on other genres including, but not limited to poems, fables, and folktales CKLA Amplify Curriculum (3-6)- Purchase 3 units for each 3rd-6th classroom Words Their Way-Purchase specific 1-5 leveled books for all EL students depending on their EL level Units of Study from Columbia University (Teacher's College)-Purchase new Units of Study for reading and writing for 6th grade Reading A-Z-Continue with site license for all grade levels to have student accounts Fountas & Pinnell Assessment Program-No purchase necessary as enough kits are available for K-6 NWEA Assessment Program-Renew site license for all student accounts across all grade levels Compass Intervention System- Renew site license for all student accounts in both ELA and Math with NWEA integration

Budgeted Expenditures

2016-17

Amount	$20,000.00

Sources

PCSGP	$20,000.00

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

2017-18

Amount	$20,000.00

Sources

4000-4999	$20,000.00

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

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

Budget Reference

Modified

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.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4

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/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development opportunities for teachers within the ELA/ELD Frameworks, Math, & NGSS as evident through PD sign in sheets	100% of all teachers received professional development of ELA/ELD frameworks, math & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS	100% of teachers will receive Professional Development in ELA/ELD Frameworks, Math, & NGSS
ELA Proficiency growth targets for EL students as measured through internal benchmark data.	All EL's reached 40% proficiency in ELA as measured by internal benchmarks.	All EL's will reach 41% or above proficiency in ELA as measured by internal benchmarks. 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.	All EL's will reach 42% or above proficiency in ELA as measured by internal benchmarks. 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.	All EL's will reach 43% or above proficiency in ELA as measured by internal benchmarks. 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.
Reclassification rate reported through CA Dashboard, CALPADS, SIS.	Reclassification rate is established at 8%.	Reclassification rate will be 13% or higher.	Reclassification rate will be 14% or higher.	Reclassification rate will be 15% or higher
100% of teachers will receive Professional Development on Research-based strategies and data analysis as evident through PD sign in sheets.	100% of all teachers received professional development on research-based strategies and data analysis.	100% of all teachers will receive Professional Development on Research-based strategies and data analysis.	100% of all teachers will receive Professional Development on Research-based strategies and data analysis.	100% of all teachers will receive Professional Development on Research-based strategies and data analysis.
Percentage of English Learners who progress in English Proficiency (as measured by CELDT/ELPAC)	Percentage of English Learners who progressed in English Proficiency (as measured by CELDT); 37%	English Learners will progress in English Proficiency (as measured by CELDT/ELPAC); 38%	English Learners will progress in English Proficiency (as measured by CELDT/ELPAC); 39%	English Learners will progress in English Proficiency (as measured by CELDT/ELPAC); 40%

Planned Actions / Services

Action 1

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

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

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 ELPAC 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/Principal 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.

Budgeted Expenditures

2016-17

Amount	$50,000.00

Sources

PCSGP & LCFF 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
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, 5000-5999	LCFF 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
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)

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
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)

2019-20

	Amount	$50,000.00
Sources		
1000-3999,5000-5999		$50,000.00

Budget Reference

Action 2

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

Students to be Served:

English Learners

English Learners

Location(s):

All Schools

Actions/Services

Modified

English Language Development: ELL 1.ELPAC Coordinator will administer ELPAC 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 within all content areas in addition to the ELD daily block
•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, ELPAC coordinator, and principal will reclassify students annually based on school's reclassification criteria.

5.All teachers will provide Integrated ELD (academic language development across all disciplines) in addition to providing designated ELD curriculum.

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

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

Budget Reference

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	**2017-18**	**2018-19**	**2019-20**
Performance on Cumulative Internal Benchmarks as evident through NWEA assessment results in ELA.	Cumulative Internal Benchmark Results: English Language Arts School Wide Proficiency: 61% English Learner Proficiency: 40% Low Socio-Economic Status Proficiency: 60% SPED Proficiency: 37%	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 1% or above over the previous year before as measured by internal assessments.	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 2% or above over the previous year before as measured by internal assessments.	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 2% or above over the previous year before as measured by internal assessments.
Performance on statewide CAASPP Assessment results in ELA.	Statewide CAASPP Assessment Results: English Language Arts School Wide Proficiency: 60% English Learner Proficiency: 37% Low Socio-Economic Status Proficiency: 61% SPED Proficiency: 54%	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 1% or above over the previous year as measured by CAASPP results	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 1% or above over the previous year as measured by CAASPP results	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in English Language Arts by 1% or above over the previous year as measured by CAASPP results
Performance on Cumulative Internal Benchmarks as evident through NWEA assessment results in Math.	Cumulative Internal Benchmark Results: Math School Wide Proficiency: 60% English Learner Proficiency: 44% Low Socio-Economic Status Proficiency: 55% SPED Proficiency: 21%	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 1% or above over the previous year before as measured by internal assessments.	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 2% or above over the previous year before as measured by internal assessments.	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 2% or above over the previous year before as measured by internal assessments.

Performance on statewide CAASPP Assessment results in Math.	Statewide CAASPP Assessment Results: Math School Wide Proficiency: 60% English Learner Proficiency: 68% Low Socio-Economic Status Proficiency: 54% SPED Proficiency: 27%	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 1% or above over the previous year as measured by CAASPP results	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 1% or above over the previous year as measured by CAASPP results	All students (including student groups of socioeconomically disadvantaged students, English Learners and SPED) will increase their proficiency in Math by 1% or above over the previous year as measured by CAASPP results

Planned Actions / Services

Action 1

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

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

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-6: 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 3-6 students in preparation for SBAC assessments.

Budgeted Expenditures

2016-17

	Amount	$0.00
Sources		
-		$0.00

Budget Reference

5400	Insurance

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 2

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

Students to be Served:	**Location(s):**
All Students	All Schools

Actions/Services

Modified

TECHNOLOGY 1. Provide typing experience for all students in grades K-6 to increase word processing skills and knowledge of computer skills to improve test taking for SBAC and NWEA assessments.

2. Provide Professional Development time for data analysis, setting growth targets, creating student goals, and creating focused small group instruction.

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

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

Budget Reference

Modified

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.

State and/or Local Priorities addressed by this goal:

State Priorities	3,5,6

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/Indicators	Baseline	2017-18	2018-19	2019-20
Annual stakeholder survey to obtain feedback/input through SurveyMonkey.	Increased the number of parents/families completing the survey from the year before by 10%. Completion rate at 52%	Number of parents/families completing the School input survey will increase from the year before by at least 2%.	Number of parents/families completing the School input survey will increase from the year before by at least 2%.	Number of parents/families completing the School input survey will increase from the year before by at least 2%.
Suspension rates from CALPADS, Powerschool, and the CA Dashboard.	Suspension rate 3%	Suspension rate below 1.5%	Suspension rate below 1.5%	Maintain suspension rate below 1.5%
Expulsion rates from CALPADS, Powerschool, and the CA dashboard.	Expulsion rate 0%	Maintain expulsion rates below 1%	Maintain expulsion rates below 1%	Maintain expulsion rates below 1%
Parent opportunities to participate in school meetings including, but not limited to ELAC,SSC, and parent meetings as measured through meeting agendas.	Provided all parents opportunities to participate in 100% of the general school meetings including, but not limited to ELAC,SSC, and parent meetings.	Maintain parent opportunities to participate in 100% of the general school meetings including, but not limited to ELAC,SSC, and parent meetings.	Maintain parent opportunities to participate in 100% of the general school meetings including, but not limited to ELAC,SSC, and parent meetings.	Maintain parent opportunities to participate in 100% of the general school meetings including, but not limited to ELAC,SSC, and parent meetings.
Parent participation rate in school wide programs/events as measured through sign in sheets and survey results.	Parent participation rate in school wide programs/events: 62%	Increase parent participation rate in school wide programs/events by at least 2%	Increase parent participation rate in school wide programs/events by at least 2%	Increase parent participation rate in school wide programs/events by at least 2%
Attendance rates from CALPADS,Powerschool, and the CA Dashboard.	ADA: 95.13%	ADA will maintain over 95.13%.	ADA will maintain over 96.00%	ADA will maintain over 96.00%
Chronic Absenteeism rates from CALPADS, Powerschool, and the California Dashboard	Chronic Absenteeism Rate: 15.6%	chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 15%	chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 15%	chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 15%

Planned Actions / Services

Action 1

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

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Modified

PARENT PARTICIPATION/PARTNERSHIPS
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.

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

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

Budget Reference

Action 2

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

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Unchanged

PARENT DECISION-MAKING/INPUT 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.

Budgeted Expenditures

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

2016-17

Amount | $0.00

Sources

Budget Reference

Action 3

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

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

Unchanged

SCHOOL CLIMATE 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.

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

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

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds

$1,032,522.00

Percentage to Increase or Improve Services

32.29%

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 32.29% 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 LEAwide use of funds