

Local Control Accountability Plan and Annual Update (LCAP)

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2017-20 Plan Summaries

The Story

Los Angeles Leadership Primary Academy (hereafter “LALPA”) currently serves urban students in grades TK-5 in the northeast Los Angeles community of Lincoln Heights. The student population attending LALPA is primarily a mix of Hispanic and Asian ethnicities. Many students speak a language other than English as their first language, with Spanish being the most common. Over 80 percent of the student population speaks a language other than English at home and nearly 60 percent are classified as English Learners. LALPA’s recruitment areas also have high concentrations of families living below the poverty line; in fact, 88 percent of LALPA students are eligible for the federal Free or Reduced Price Meals Program.

LALPA has built a culture and educational program that helps diversity become a benefit rather than a barrier to students, whether those differences are by ethnicity, nationality, language, religion, gender, or physical, intellectual, or emotional needs and abilities. The educational program helps students see how diverse perspectives and values actually enhance their understanding and effectiveness in the world. As part of LALPA’s vision, students participate in a dual language program, which promotes the development of bilingual and multicultural competencies for all students. The charter school’s environment is safe, nurturing, and developmental. Parents, students, and community members feel welcomed and have ownership of the learning environment. LALPA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. The Los Angeles Leadership Primary Academy constantly looks for ways to address community needs with a supportive, responsive staff and program. Research notes that high-poverty, high-achieving schools share common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles drive many of the school’s programs including the data and assessment, advisory, and extracurricular programs as well as LALPA’s multi-tiered system of supports, the Student Assistance Program.

LCAP Highlights

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

This year's LCAP represents a continuation of the previous 2018-2019 LCAP and maintains the same goals: 1) delivery of a standards-aligned instructional program within a dual language framework, 2) a safe and supportive school environment that meets the needs of the student as a whole child, 3) improving the performance of students from significant subpopulations, 4) improving student literacy performance, and 5) improving student math performance. While the goals remain the same, some of their planned actions have been slightly refined from last year's efforts. For the first goal related to its instructional program, the school's specific actions continue to center on curricular materials, professional development, educational technology, personnel, and academic services for struggling and thriving students. For the second goal on school environment, LALPA's actions focus on safety and maintenance procedures, stakeholder (particularly family) communication and services, student discipline, student support services, and nutrition. To meet its third goal related to the school's significant subpopulations, LALPA's actions call for monitoring their data, using technology to support their progress, we continue providing them time for academic intervention, providing instructional aides for extra support, and training faculty to meet their specific needs. For LALPA's fourth and fifth goals, the school's actions mirror one another. Both sets of actions center on time for intervention, professional development, use of educational technology, and promoting literacy and math rich school cultures.

Review of Performance

Greatest Progress

LALPA is most proud of the progress it has made in two areas. First, the school is happy with the growth in both student literacy and math evident in the school's internal benchmarks. While overall levels of proficiency lag behind grade-level norms and state expectations, LALPA's students continue to move steadily toward those goals. Students continue to show consistent and steady growth on the CAASPP.

Second, LALPA is proud of the progress made more specifically by the school's significant student subpopulations (i.e. EL students, students from low-income families, students with disabilities, and Latino students). LALPA's subgroups continue to make gains to meet all their NWEA benchmark growth targets in reading, language, and math. In addition, LALPA reclassified eleven percent of its EL students as English proficient speakers, an improvement over the previous year by five percent. The school attributes the progress of its subgroups to the explicit efforts made to support these students and meet their needs.

Greatest Needs

After analyzing multiple sources of data, LALPA has identified a number of areas in need of improvement. Data suggest a continued need to focus on increasing ELA and math performance for all students. Despite the growth of LALPA's significant student subpopulations on internal benchmarks, these analyses suggest the continued need to provide them support.

LALPA addresses these needs in the actions of LCAP Goals 3 through 5, which carry over into the current plan. Goal 3 maintains its focus on the performance of LALPA's student subpopulations while Goals 4 and 5 continue to concern themselves with improving student ELA and math performance.

The steps LALPA plans to take can be reviewed as the action items of these goals beginning with Goal 3.

Performance Gaps

The data indicates that no performance gaps exist between LALPA's significant subgroups and the general student population. However, LALPA continues to address student subpopulation performance to ensure they do not fall behind.

Annual Update

LCAP Year Reviewed: 2018-2019

Goal 1

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards within the framework of a two-way Spanish-English dual language program

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

COE 9 10

Local Priorities: _____

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they are ready for future academic success. The dual language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like LALPA's while also allowing the school to build upon the academic skills students may already have in Spanish.

Annual Measurable Outcomes

Expected

Actual

Expected		Actual	
CAASPP ELA*	38%	Not Met: CAASPP ELA*	31.26%
CAASPP Math*	51%	Not Met: CAASPP Math*	19.78%
Proficient or advanced in Standards-based Test in Spanish	28%	Not Met: Proficient or advanced in Standards-based Test in Spanish	23%
ACT projection: Reading **	26%	Not Met: ACT projection: Reading **	13.8%

Expected

Actual

ACT projection: Math**	17%	Not Met: ACT projection: Math**	12.3%
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. Wonders/Maravillas 2. Go Math! 3. Purchase social studies curriculum 	<p>LALPA continues to make progress in aligning its curriculum to operant state standards and the dual language nature of its instructional program. Among other steps:</p> <ol style="list-style-type: none"> 1. LALPA teachers have continued with the implementation of McGraw-Hill's Wonders/Maravillas, an English language arts curriculum that has been adopted by the California State Board of Education for basic ELA/ELD and basic biliteracy. 2. LALPA teachers have continued with their use of Go Math!, which has been adopted by the California State Board of Education for use as a 	<p>2018-19</p> <p>Amount \$42,064</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325) 	<p>2018-19</p> <p>Amount \$381,601</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325) • ART Grant instructional Materials & Supplies (4326)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>basic grade level program.</p> <p>3. LALPA's Curriculum Council began the process of reviewing and adopting social science curriculum approved by the California State Board of Education.</p> <p>4. LALPA implemented Reader's Theater and a Music Program</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. further implementation of the principles of Professional Learning Communities (PLC) 2. supporting Google Educator certifications for teachers 	<p>LALPA has implemented a Professional Development Program that supports teachers' ability to deliver standard-aligned lessons and use effective instructional strategies. More notably, LALPA's PD Program has incorporated principles of professional learning communities, giving teachers greater discretion to identify and collaborate around issues of concern.</p>	<p>2018-19</p> <p>Amount \$44,165</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Travel & Conferences (5200) • Consultants Instructional (5815) • Professional Development (5863) 	<p>2018-19</p> <p>Amount \$104,096</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Travel & Conferences (5200) • Consultants Instructional (5815) • Professional Development (5863)

Planned
Actions/Services

3. supporting PLC's appropriately-aligned requests for PD and conference attendance
4. developing a support program for new faculty specific to teaching at LALA (in addition to BTSA)
5. PD and support on implementation of the dual language program

Actual
Actions/Services

1. Though LALPA has devoted significant time to the issue of student literacy for PD, the school did not have any additional training from the publisher specific to Wonders/Maravillas curriculum.
2. LALPA has offered to cover fees associated with faculty members' Google Educator certification.
3. PLC's focus has been on Mathematical Mindset. Staff and administrators have had the opportunity to receive training at Stanford and all staff has participated in the Modules provided through Stanford University. PLCs have received professional development from Kagan Inc. collaboration structures and strategies for English Learners. In addition, teachers were sent to training focused on

Budgeted
Expenditures

Estimated Actual Expenditures

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

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<p>NGSS. Following a train-the-trainer model, teachers disseminated this information to their fellow faculty members.</p> <p>4. No training specific to the Dual-Language program was in place during the academic school year. New teachers were supported by admin and teams with multiple years of experience.</p> <p>5. Implementation of a Music program</p>

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Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

<p>Maintain the technology and digital resources that will allow LALPA to differentiate instruction develop students' 21st Century skills and meet state standards. This will include (but not limited to):</p> <p>1. use of CAASPP interim</p>
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<p>LALPA has continued to acquire and maintain digital resources and infrastructure for the purposes of differentiation and technology-enriched instruction. Specifically:</p> <p>1. LALPA does not</p>

2018-19	
Amount	\$68,230
Source	LCFF All Resources
Budget Reference	<ul style="list-style-type: none"> Non capitalized Equipment

2018-19	
Amount	\$71,002
Source	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> Non capitalized Equipment

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>assessments</p> <ol style="list-style-type: none"> 2. implementation of a technology skills scope and sequence plan 3. upkeep and purchase of hardware and infrastructure 4. payment for internet services 5. payment for firewall and cache services 6. BrainPop licenses 7. Achieve3000 8. ST Math 9. Raz Kids 10. Keyboarding Without Tears 11. Creating measures to ensure equitable access to technology 	<p>currently implement the use of CAASPP interim assessments school-wide, but LALPA has formulated a plan for the implementation of the IABs and ICAs for the 2019-20 school year.</p> <ol style="list-style-type: none"> 2. Curriculum Council has adopted a technology skills scope and sequence that will be fully implemented in 2019-20. 3. LALPA has continued to invest in an information-technology staff to oversee the maintenance and upkeep of its digital hardware and infrastructure. 4. For the 2018-2019 school year, LALPA has continued to pay for the internet services necessary to implement the school's adopted 	<p>(4400)</p> <ul style="list-style-type: none"> • Educational Software (4320) • Technology Services (5887) 	<p>(4400)</p> <ul style="list-style-type: none"> • Educational Software (4320) • Technology Services (5887)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

digital and online curriculums and their differentiation components.

5. For the 2018-2019 school year, LALPA has continued to secure firewall and cache services necessary to protect LALPA's digital infrastructure and data as well as ensure students' safe access to the internet.
6. LALPA purchased product licenses for BrainPop and BrainPop ELD with teachers using the website's resources to supplement their core instruction across multiple content areas.
7. LALPA teachers use Achieve3000 as a reading intervention program for struggling students as well as to provide reading enrichment activities for thriving students.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

8. LALPA has continued its use of ST Math as a supplemental math program.
9. LALPA has continued its use of RAZ Kids as a supplemental ELA/literacy program.
10. LALPA has not renewed the licenses for Keyboarding Without Tears as the school has adopted and plans the implementation of a scope and sequence plan for student digital technology skills and literacy.
11. The curriculum council is currently working on creating measures to ensure equitable access to technology. All students currently have access to a device.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor student proficiency data on an ongoing basis, adjusting actions and the distribution of resources as needed to ensure student proficiency in state adopted standards. In addition to maintaining a student information system, this action will include (but not be limited to) analyzing:</p> <ol style="list-style-type: none"> 1. NWEA MAP assessments 2. CPAA assessments 3. Achieve3000 data 4. CELDT/ELPAC data 5. CAASPP summative and interim data 	<p>LALPA operates a robust student assessment program that produces data from multiple sources and at different points during the school year.</p> <ol style="list-style-type: none"> 1. LALPA continues to administer the NWEA MAP, completing the three times a year during the appropriate testing window. 2. LALPA also administers the Children's Progress of Academic Achievement (CPAA) to students in grades TK-2 concurrently with NWEA's MAP Growth assessments. 3. LALPA teachers review available data from Achieve3000 to personalize instructional programs for students. 4. LALPA continues to examine and use ELPAC results to determine the student's language designation and support in providing appropriate English language development 	<p>2018-19</p> <p>Amount \$9,386</p> <p>Source LCFF All Resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessments (5878) • Student Information System (5881) 	<p>2018-19</p> <p>Amount \$10,024</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessments (5878) • Student Information System (5881)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

(ELD) instruction.
5. LALPA's is currently in the preliminary stages of planning for the adoption of CAASPP interim assessments within the school's current instructional program. LALPA continues to use and analyze CAASPP summative data to drive and guide instruction.

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):

1. paying certificated employees' salaries
2. paying classified employees' salaries
3. providing eligible employees' their contracted benefits
4. continue collective bargaining of competitive teacher

It is LALPA's aim to employ a qualified and effective staff and faculty. To do so:

1. LALPA offers certificated employees competitive salaries. A comparison of LALPA and LAUSD pay scales for teachers with regular credentials shows LALPA teachers' salaries equal to or more than their LAUSD counterparts.
2. LALPA offers classified

2018-19

Amount

\$3,405,007

Source

LCFF All Resources

Budget
Reference

- Certificated salaries (1000)
- Classified salaries (2000)
- Employee benefits (3000)
- Special Education Contract Instructors

2018-19

Amount

\$3,105,332

Source

LCFF All resources

Budget
Reference

- Certificated salaries (1000)
- Classified salaries (2000)
- Employee benefits (3000)
- Special Education Contract Instructors

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>contracts</p> <p>5. adding campus security aides to staff</p>	<p>employees competitive salaries.</p> <p>3. LALPA provides eligible employees health and retirement benefits, including partially subsidizing benefits for their dependents and spouses.</p> <p>4. LALPA continues to engage in collective bargaining with the local teacher's union to negotiate a compensation package able to attract and retain talented and effective faculty.</p> <p>5. No security aides were hired at LALPA in the 2018-19 school year.</p>	<p>(5869)</p> <ul style="list-style-type: none"> • Staff Recruiting (5875) • Substitutes (5884) 	<p>(5869)</p> <ul style="list-style-type: none"> • Staff Recruiting (5875) • Substitutes (5884)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop components within the school's multiple-tiered systems of support (MTSS) focused on meeting the academic needs of students. This will include (but not be</p>	<p>LALPA's MTSS is called the Student Assistance Program (SAP). Teachers refer students to the SAP, with teams consisting of the student and the student's</p>	<p>2018-19</p> <p>Amount include in Goal 1 Action 5,2</p> <p>Source LCFF All Resources</p>	<p>2018-19</p> <p>Amount include in Goal 1 Action 5,2</p> <p>Source LCFF All resources</p>

limited to):

1. securing intervention and enrichment as necessary
2. programming that promotes college awareness and attendance
implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college presentations)

teacher, parent(s), an administrator, and other service providers (as appropriate).

1. Students' teachers assign intervention and enrichment through the school's adopted programs and can arrange for additional support through the school's Learning Center.
2. To varying degrees, LALPA has implemented several AVID strategies. For example, the school's 5th grade teachers have piloted the use of Cornell notes, several grade levels offer voluntary tutoring for struggling students after school, and all grades take part in college presentations. However, none have been implemented on a school-wide basis.

Budget
Reference

- Certificated salaries (1000)
- Professional Development (5863,5200)
- Student Activities (5877)

Budget
Reference

- Certificated salaries (1000)
- Professional Development (5863,5200)
- Student Activities (5877)

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALPA implemented the majority of the actions fully and with a high degree of fidelity. Of all the actions, LALPA diverged from the original plan with very few actions. While fulfilling all of the areas in action 1, the school has not yet purchased a social studies curriculum. While the school provided teacher training focused on improving literacy and math instruction, LALPA's Professional Development Program did not address the particular topic of the dual-language program training. LALPA took steps to meet all the item of Actions 3, which focus on the school's use and maintenance of its technology resources, with only three of the items still progressing toward full implementation. Action 4, which centers on the monitoring of student data, has also been fully implemented with the exception of the item calling for analyses and use of CAASPP interim assessment data. A plan has been formulated for the 2019-20 school year in terms of use and implementation of the interim assessments. As for Action 6, regarding the development of student supports, LALPA largely followed the original plan with some minor changes. Specifically, an "adopt a college" program was instituted in place of a college field trip program. While LALPA also made progress on the implementation of AVID strategies (item 4), the school continues to work toward the completion of the item.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions implemented were effective in moving LALPA toward its goal of a rigorous standards-based dual-language instructional program. Action 1 plans were effective in maintaining LALPA's core standards-aligned curricula as well as positioning the school for future additions in social science. Action 2 was effective in better aligning teachers' instruction to state standards and making the school's PD program more responsive to teacher needs. Action 3 has been effective in maintaining LALPA's recent investments in educational technology. LALPA's implementation of Action 4 was effective in supporting the school's collection and use of data to inform organizational decision-making. Action 5 was effective in providing the appropriate personnel to execute LALPA's instructional program. Completing the planned items of Action 6 further developed and expanded the services and supports available to help students access the school's instructional program and achieve its learning outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are number of material differences between the budgeted and estimated actual expenditures. LALPA spent noticeably more money than expected on action items 1 and 2. This is mainly due to the fact that the school received, and implemented, a music and arts grant that was received during the 18-19 school year. Otherwise, expenditures remained reasonably within the expected budgeted amounts.

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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

Goal 2

Provide a safe and supportive schooling experience that attends to the social and emotional development of students and the role of their families in this growth

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

COE 9 10

Local Priorities: _____

Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

Annual Measurable Outcomes

Expected

Actual

Expected		Actual	
ADA	95%	Not Met: ADA	91.9%
Suspension rate	< 1%	Not Met: Suspension rate	1.4%
Expulsion rate	0%	Met: Expulsion rate	0%
Health Department inspections	>89	Met: Health Department inspections	>89

Expected

Actual

Fire Department inspections	Pass	Met: Fire Department inspections	Pass
LALA is safe: Parent survey	95%	Not Met: LALA is safe: Parent survey	89%
LALA supports health and well-being: Parent survey	95%	Not Met: LALA supports health and well-being: Parent survey	91%
LALA supports socio-emotional development: Parent survey	95%	Not Met: LALA supports socio-emotional development: Parent survey	85%
LALA supports VAPA: Parent survey	95%	Not Met: LALA supports VAPA: Parent survey	92%
LALA supports extracurricular activities: Parent survey	95%	Not Met: LALA supports extracurricular activities: Parent survey	90%

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):</p> <ol style="list-style-type: none"> 1. leasing the school's campus 2. evaluating the school's comprehensive safety plan 3. conducting monthly safety drills 	<p>LALPA has implemented structures and processes to ensure the school's physical grounds that are safe and conducive to learning. Specifically:</p> <ol style="list-style-type: none"> 1. LALPA has continued its current lease agreement, which ensures the school's location at the 2670 Griffin site. 2. The plan currently in use is annually updated and board approved. 3. Site admin created a 	<p>2018-19</p> <p>Amount \$459,003</p> <p>Source LCFF All Resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Custodial Supplies (4315) • Classroom Furniture, Equipment & Supplies (4410) • Insurance (5400) • Rent (5610) 	<p>2018-19</p> <p>Amount \$471,869</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Custodial Supplies (4315) • Classroom Furniture, Equipment & Supplies (4410) • Insurance (5400) • Rent (5610)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities</p>	<p>monthly schedule of drills that alternates between fire, earthquake, and lockdown drills.</p> <p>4. Site assistant principals designate staff to report issues and concerns to be addressed based on their regular checks of campus premises.</p>	<ul style="list-style-type: none"> Repairs and Maintenance – Building (5615) 	<ul style="list-style-type: none"> Repairs and Maintenance – Building (5615)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to):</p> <ol style="list-style-type: none"> use of electronic communication systems (e.g. Parent Square, Facebook) conducting annual stakeholder surveys hosting regular stakeholder meetings and forums (e.g. “Coffee with the Principal”) 	<p>LALPA regularly seeks input from its various stakeholders and has implemented a program for doing so. In addition, the school dedicates time and money to providing services and resources needed by LALPA’s families (or connecting them to those who can). Specifically:</p> <ol style="list-style-type: none"> LALPA continues to use electronic methods like Parent Square and Facebook as well as traditional means (e.g. phone blasts, letters and fliers home) to communicate with families. 	<p>2018-19</p> <p>Amount \$2,496</p> <p>Source LCFF All Resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Uniforms (4350) Family Outreach (5807) 	<p>2018-19</p> <p>Amount \$3,461</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Uniforms (4350) Family Outreach (5807)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

4. assisting families in need with school uniforms
5. providing family services through community partners (e.g. VIP Services, Barrio Action)
6. hosting community service, outreach, and recruiting events (e.g. Fall Festival, Community Block Party) increasing ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website)

2. LALPA conducts annual stakeholder surveys of teachers, students and families early in the second semester. This year, LALPA began the collection of stakeholder surveys and input.
3. LALPA has kept a schedule of monthly Coffee with the Principal and other events meant to connect stakeholders to the school and to function as avenues for them to provide feedback and input.
4. All LALPA students receive a green polo as a student uniform free of charge. In addition, the school has allocated funds in the budget for the express purpose of assisting families with additional uniforms.
5. LALPA has partnered with community organizations and service providers like VIP Community Health Center and Barrio Action to assist students and families with meeting their needs.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

6. LALPA continues to host a slate of community-oriented events, including the Fall and Spring Festival, as a means of outreach and recruitment.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

Refine LALPA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans (to complement the academic focus of Action 6 of Goal 1). This will include (but not be limited to) supporting:

1. a program of PBIS rewards and recognitions for meeting expectations
2. begin self-study aimed at expanding the number of alternatives to suspension available to the school (e.g. use of Saturday School)
3. Student leadership led group activities (like

LALPA has implemented a school-wide tiered PBIS system focused on both preventing problematic behaviors while encouraging positive ones.

1. LALPA has maintained a program of monthly assemblies to recognize students for meeting school expectations
2. LALPA hosts a number of PBIS events like ice cream socials and field trips to incentivize and reward good behavior LALPA uses a number of alternatives to suspension to protect the amount of instructional time

2018-19

Amount

\$37,100

Source

LCFF All Resources, Donation

Budget Reference

- Student Activities (5877)

2018-19

Amount

\$59,267

Source

LCFF All Resources, Donation

Budget Reference

- Student Activities include ART(5877)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards-aligned field trips) that build enthusiasm for learning	<p>students miss as a result of discipline problems. Among other alternatives, LALPA has the option of connecting parents with Barrio Action for parenting workshops.</p> <ol style="list-style-type: none"> 3. There were no leadership led group activities this year. 4. ART Program Educational Field Trips 		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Refine services and programs that support students' socio-emotional health and development through students' MTSS teams (to complement academic focus of Action 6 of Goal 1), continuing to draw on principles from the ASCD's WSCC approach. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. providing an after-school youth program 2. parent workshops by 	<p>LALPA has established a multi-tiered system of supports (MTSS) to help address the holistic needs of our students. Specifically:</p> <ol style="list-style-type: none"> 1. LALPA has partnered with After School All-Stars to manage and operate an after school youth program. 2. LALPA partners with community partners for parenting classes and workshops to the school's families. 	<p>2018-19</p> <p>Amount: \$122,500</p> <p>Source: ASES 6010</p> <p>Budget Reference: ASES (4352)</p>	<p>2018-19</p> <p>Amount: \$122,500</p> <p>Source: ASES 6010</p> <p>Budget Reference: ASES (4352)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

<p>Barrio Action and other providers</p> <ol style="list-style-type: none"> increased non-athletic extracurricular activities and programing in the arts supporting student access to healthcare services (e.g. referrals to providers) 	<ol style="list-style-type: none"> LALPA is currently implementing a full visual arts, performing arts and music program through a state grant. LALPA currently refers families and students to community resources for access to healthcare services. 		
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Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

<p>Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):</p> <ol style="list-style-type: none"> surveying students regarding food preferences convening a committee that includes student voice and explores different food vendor options survey stakeholder satisfaction with food in following LCAP input processes 	<p>LALPA provides a healthy and nutritious breakfast and lunch to all students through its food vendor, Better 4 You Meals.</p> <ol style="list-style-type: none"> In the spring of 2019, LALPA began surveying students about their food preferences on a monthly basis. The school uses this information to set the school lunch menu. Better 4 You meals and is not in the process of looking for 	<p>2018-19</p> <p>Amount: \$358,865</p> <p>Source: Nutrition Program 5310</p> <p>Budget Reference: Student Food Services (4710)</p>	<p>2018-19</p> <p>Amount: \$358,865</p> <p>Source: Nutrition Program 5310</p> <p>Budget Reference: Student Food Services (4710)</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	a new vendor 3. Students are surveyed on a monthly basis (see item 1). Additional stakeholders were not surveyed for satisfaction with the food		

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, LALPA followed this goal’s actions with a very high degree of fidelity. The items for Actions 1-5 were all implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the school’s implementation of these actions was effective in having LALPA make progress toward providing a safe and supportive school experience for students and their families. Action 1 was effective in directing needed site improvements and maintaining the processes and practices that ensure a secure campus. Similarly, Action 2 was effective in maintaining levels of communication with parents, the range of services provided to them, and their degree of involvement with the school and its decisions. Likewise, Action 3 has been effective in further developing LALPA’s PBIS system on multiple tiers. In addition, Action 4 and Action 5 have further developed the services, supports, and programs that LALPA offers in meeting the needs of students in a “whole child” approach.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted and estimated actual expenditures appear in three of this goal's five actions. On one hand, LALPA projects to spend more than originally expected on three actions. The school is estimated to spend approximate \$12,000 dollars more than budgeted for site repairs for LALPA. For Action 2, we see a minimal projected increase in the expenditures for family supports/outreach. However, LALPA projects to spend significantly more than expected on Action 3, which concerns itself with PBIS and student culture. The costs of supporting student events were higher than expected. This was also due in part to the field trips required, and funded, by the arts and music grant.

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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

Goal 3

Close the achievement gap between students from significant subpopulations (e.g. EL, Latino, SPED and socioeconomically disadvantaged students) and the general population

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

COE 9 10

Local Priorities: _____

LALPA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students.

Annual Measurable Outcomes

Expected

Actual

EL score on CAASPP ELA	35%
Low income score on CAASPP ELA	38%
SPED score on CAASPP ELA*	31%
Latino score on CAASPP ELA	38%
EL NWEA met growth projection: Reading	29%
Low income NWEA met growth projection: Reading	33%
SPED NWEA met growth projection: Reading	38%
Latino NWEA met growth projection: Reading	32%
EL NWEA met growth projection: Language	26%
Low income NWEA met growth projection: Language	28%
SPED NWEA met growth projection: Language	25%
Latino NWEA met growth projection: Language	30%
EL reclassification rate	16%
EL score on CAASPP Math	40%
Low income score on CAASPP Math	51%
SPED score on CAASPP Math*	21%
Latino score on CAASPP Math	52%

Not Met: EL score on CAASPP ELA	10.63%
Not Met: Low income score on CAASPP ELA	29.14%
Not Met: SPED score on CAASPP ELA*	16.13%
Not Met: Latino score on CAASPP ELA	30.02%
Met: EL NWEA met growth projection: Reading	45%
Met: Low income NWEA met growth projection: Reading	46%
Not Met: SPED NWEA met growth projection: Reading	29%
Met: Latino NWEA met growth projection: Reading	45%
Met: EL NWEA met growth projection: Language	38%
Met: Low income NWEA met growth projection: Language	42%
Not Met: SPED NWEA met growth projection: Language	18%
Met: Latino NWEA met growth projection: Language	44%
Not Met: EL reclassification rate	11%
Not Met: EL score on CAASPP Math	7.45%
Not Met: Low income score on CAASPP Math	3.31%

Expected

Actual

EL NWEA met growth projection: Math	36%
Low income NWEA met growth projection: Math	37%
SPED NWEA met growth projection: Math	38%
Latino NWEA met growth projection: Math	36%

Not Met: SPED score on CAASPP Math*	8.68%
Not Met: Latino score on CAASPP Math	19.66%
Met: EL NWEA met growth projection: Math	40%
Met: Low income NWEA met growth projection: Math	44%
Not Met: SPED NWEA met growth projection: Math	29%
Met: Latino NWEA met growth projection: Math	43%
*CAASPP and NWEA scores reflect end of year 17-18 summative results.	

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

<p>Monitor academic progress of significant subpopulations (including RFEPs) through students' MTSS teams. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. individual conferences with student's advisors 2. monitoring by the Director of Student Services 3. examining available subgroup data from digital programs creation of portfolios 	<p>LALPA monitors the academic progress of all students, including those from its significant subpopulations. Specifically:</p> <ol style="list-style-type: none"> 1. LALPA's teachers take the lead in monitoring students with disabilities, English language learners, and Latino students. 2. LALPA's teachers receive support in monitoring the performance of 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Action 4</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessment (5878) 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Action 4</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessment (5878)
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>that track EL students' progress toward reclassification against set criteria</p>	<p>students from special populations and have their efforts coordinated by the Director of Special Programs, the COO and their site administrator.</p> <p>3. Teachers look at LALPA's special student subpopulations and analyze their relevant results from multiple data sources when examining or using student progress. ELD portfolios are currently not in use.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. ST Math 2. Achieve3000 3. Raz Kids 	<p>LALPA has continued to leverage its recent technological investments by using computer-adaptive instructional programs and other digital resources to provide differentiated instruction and intervention. Specifically:</p> <ol style="list-style-type: none"> 1. LALPA renewed digital licenses for ST Math, which teachers use to 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Action 3 and 5</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1100) • Educational Software (4320) 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Action 3 and 5</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1100) • Educational Software (4320)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

	<p>supplement the school's core math curriculum</p> <ol style="list-style-type: none"> LALPA obtained licenses for Achieve3000, a computer adaptive literacy program, for intervention/enrichment purposes. LALPA has continued its use of RAZ Kids as a supplemental ELA/literacy program. 	<ul style="list-style-type: none"> Technology Services (5887) 	<ul style="list-style-type: none"> Technology Services (5887)
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Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

<p>Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to):</p> <ol style="list-style-type: none"> continuation of a RTI Tier III pullout program for ELA in-class Tier II support for math and ELA 	<p>LALPA dedicates time and resources to providing a wide range of academic supports to students who struggle.</p> <ol style="list-style-type: none"> LALPA has continued to support the Learning Center, base for the school's Tier III pullout program for ELA, including the employment of a full-time faculty member. LALPA provides in-class Tier II support for math and ELA with 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Action 5</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Certificated salaries (1100) Classified salaries (2100) 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Action 5</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Certificated salaries (1100) Classified salaries (2100)
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>teachers and other support personnel (i.e. instructional aides, paraprofessionals, resource teachers) using small group instruction to address students who are struggling with content.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. PD for instructional aides to support SPED students 2. ELPAC and reclassification workshops for parents and stakeholders 	<p>LALPA employed a number paraprofessionals and instructional aides for the 2017-2018 academic school year. Though they focus particularly on students with disabilities and EL students, the school's paraprofessionals and aides provide support to all students who struggle. In addition:</p> <ol style="list-style-type: none"> 1. The site administrator arranged for and provided training to support staff on how to better service the school's special subpopulations 2. LALPA has addressed the topics ELD, reclassification, and EL 	<p>2018-19</p> <p>Amount</p> <p>Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2</p> <p>Source</p> <p>LCFF, Special Education 6500</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Classified salaries (2100) • Professional Development (5863,5200) • Family Outreach (5807) 	<p>2018-19</p> <p>Amount</p> <p>Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2</p> <p>Source</p> <p>LCFF, Special Education 6500</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Classified salaries (2100) • Professional Development (5863,5200) • Family Outreach (5807)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

assessments through Coffee with the Principal as well as various events hosted by the Director of Student Services and the school's English Learners' Advisory Committee (ELAC).

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):

1. conduct of Modified Consent Decree meetings
2. PD for teachers on IEPs and servicing SPED students

LALPA makes a number of efforts to ensure the school's faculty members are properly trained to meet the need of its special subpopulations. As part of these efforts:

1. The Director of Special Education has conducted Modified Consent Decree meetings to ensure the right of students with disabilities to a free appropriate public education.
2. As part of the initial pupil-free professional development day of the year, the Director of Student Services

2018-19

Amount

Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2

Source

LCFF, Special Education 6500

Budget
Reference

- Professional Development (5863,5200)

2018-19

Amount

Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2

Source

LCFF, Special Education 6500

Budget
Reference

- Professional Development (5863,5200)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

delivered a PD centered on IEPs and meeting the needs of students with disabilities. The Director and Special Education department have provided support to individual teachers as needed during the course of the year.

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, LALPA implemented this goal's planned actions with a very high degree of fidelity. The school completed the plans related to Action 1 (focused on the data of students from significant subpopulations), Action 2 (differentiated instruction and intervention for significant subgroups), Action 3 (addressing the provision of ELD and literacy intervention), Action 4 (centered on employing support personnel), and Action 5 (concerned with supporting teachers to meet the particular needs of students from significant subpopulations) as expected.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LALPA's implementation of these plans has been effective in promoting growth. They have been accompanied by some improvement in a number of the goal's benchmarks, particularly related to student progress as measured by school internal benchmarks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal's expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist.

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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

Goal 4

Increase student literacy as measured by the CCSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

COE 9 10

Local Priorities: _____

Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life.

Annual Measurable Outcomes

Expected

At or above grade norm level RIT: NWEA Language	31%
Met growth target: NWEA Language	30%
At or above grade norm level RIT: NWEA Reading	26%

Actual

Not Met: At or above grade norm level RIT: NWEA Language	23%
Met: Met growth target: NWEA Language	43%
Not Met: At or above grade norm level RIT: NWEA	22%

Expected

Actual

Met growth target: NWEA Reading	31%	Reading*	
Projected to meet or exceed ELA CAASPP	23%	Met: Met growth target: NWEA Reading	46%
		Met: Projected to meet or exceed ELA CAASPP	45%

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide academic ELA support in class and through a pullout RTI class.	LALPA teachers dedicate time within the regular school day to provide focused small group differentiated instruction during ELA. The school also operates a pullout intervention class in the Learning Center to provide more intensive literacy support to those who continue to struggle.	<p>2018-19</p> <p>Amount Amount included in Goal 1, Actions 1, 4, and 5</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Professional Development (5863,5200) • Instructional Materials & Supplies (4325) 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Actions 1, 4, and 5</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Professional Development (5863,5200) • Instructional Materials & Supplies (4325)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure that LALPA's PD Program and PLCs address the improvement of general literacy instruction and the use of the school's ELA curricula, in particular.</p>	<p>To ensure LALPA teachers' ability to provide effective literacy instruction, the school has committed a number of professional development sessions to the issue as part of its larger Professional Development Program. However, the school did not receive any additional training on the implementation of the Wonders/Maravillas curriculum.</p>	<p>2018-19</p> <p>Amount Amount included in Goal1, Action 4</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Professional Development (5863, 5200) 	<p>2018-19</p> <p>Amount Amount included in Goal1, Action 4</p> <p>Source LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Professional Development (5863, 5200)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments</p>	<p>LALPA uses the computer adaptive ELA program Achieve3000 to provide intervention and enrichment to students. The school also uses the digital program RAZ Kids to supplement the</p>	<p>2018-19</p> <p>Amount Amount included in Goal 1, Actions 3, 4, and 5</p> <p>Source LCFF All resources</p>	<p>2018-19</p> <p>Amount Amount included in Goal 1, Actions 3, 4, and 5</p> <p>Source LCFF All resources</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>school's core ELA curriculum. A number of teachers use CAASPP interim assessments as part of their regular instruction; however, this practice has not been implemented on a school-wide basis.</p>	<p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Educational Software (4320) • Student Assessments (5878) 	<p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Educational Software (4320) • Student Assessments (5878)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Conduct a program of events and activities promoting literacy. This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. Recognizing reading and language performances and growth on significant assessments 2. Competitions based on literacy activities 	<ol style="list-style-type: none"> 1. Students were recognized in a ceremony for their performance on the CAASPP ELA component. Students are recognized monthly for their growth in literacy through the Accelerated Reader program. 2. LALPA conducts an annual spelling bee for the students at each grade level. 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Actions 3</p> <p>Source LCFF, Donation</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Student Activities (5877) 	<p>2018-19</p> <p>Amount Amount included in Goal 1, Actions 3</p> <p>Source LCFF, Donation</p> <p>Budget Reference</p> <ul style="list-style-type: none"> • Student Activities (5877)

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, LALPA continues to implement this goal's planned actions with a very high degree of fidelity. For Action 1, the school met expectations to maintain both in-class and pullout ELA intervention. However, for Action 2, LALPA diverged from its original PD plan of focusing on the use of its specific ELA curriculum in favor of a broader focus on literacy in general. As for Action 3, LALPA did implement the use of Achieve3000 and other supplementary digital resources (like RazKids). However, as previously noted, the use of CAASPP interim assessments has not yet been implemented on a wider basis but the school has formulated a plan for school wide implementation in 2019-20.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As measured by the goal's metrics, LALPA's implemented actions have been effective, with the school mostly meeting benchmarks set. The school made some progress over last year's performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal's expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist.

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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

Goal 5

Increase math performance and ability as measured by the CCSS

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3 4 5 6 7 8

COE 9 10

Local Priorities: _____

Student performance and rates of improvement on multiple measures of mathematics performance fall below satisfactory levels. The development of mathematical abilities and thinking are central to success in school and life.

Annual Measurable Outcomes

Expected

Actual

At or above grade norm level RIT: NWEA Math	36%	Not Met: At or above grade norm level RIT: NWEA Math	12%
Met growth target: NWEA Math	37%	Met: Met growth target: NWEA Math	44%
Projected to meet or exceed Math CAASPP	21%	Met: Projected to meet or exceed Math CAASPP	33.4%

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

Continue to provide academic math support through in-class	LALPA teachers dedicate time within the regular school day to provide focused small group	2018-19 Amount	Amount included in Goal 1, Actions 1	2018-19 Amount	Amount included in Goal 1, Actions 1
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
intervention periods and after school tutoring	differentiated instruction in math. In addition, the school offers after-school tutoring to students with their teachers as well as the Lincoln Heights Tutoring Program, one of LALPA's community service organization partners.	<p>and 5</p> <p>Source</p> <p>LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Certificated salaries (1000) Instructional Materials & Supplies (4325) 	<p>and 5</p> <p>Source</p> <p>LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Certificated salaries (1000) Instructional Materials & Supplies (4325)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue use of digital resources like ST Math for math intervention	LALPA continues to use ST Math as a digital resource to supplement the core math curriculum as well as for enrichment and intervention purposes.	<p>2018-19</p> <p>Amount</p> <p>Amount included in Goal 1, Actions 3</p> <p>Source</p> <p>LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Educational Software (4320) 	<p>2018-19</p> <p>Amount</p> <p>Amount included in Goal 1, Actions 3</p> <p>Source</p> <p>LCFF All resources</p> <p>Budget Reference</p> <ul style="list-style-type: none"> Educational Software (4320)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure that LALPA's PD Program and PLCs address the improvement	LALPA has addressed the issue of improving upon faculty members' instructional math practices	<p>2018-19</p> <p>Amount</p> <p>Amount included in Goal 1, Actions 4</p>	<p>2018-19</p> <p>Amount</p> <p>Amount included in Goal 1, Actions 4</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
of general math instruction and the use of the school's math curricula, in particular.	and strategies through its Professional Development Program. As part of these efforts, LALPA teachers have been provided training on mathematical mindsets from the Stanford Center for Professional Development.	<p>Source: LCFF</p> <p>Budget Reference: Professional Development (5863,5200)</p>	<p>Source: LCFF</p> <p>Budget Reference: Professional Development (5863,5200)</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Conduct a program of events and activities promoting math. This will include (but not be limited to):</p> <ol style="list-style-type: none"> Recognizing math performances and growth on significant assessments Competitions based on math skills and thinking 	<ol style="list-style-type: none"> Students were recognized to for their performance on the CAASPP Math component. There were no competitions based on math skills and thinking 	<p>2018-19</p> <p>Amount: Amount included in Goal 1, Actions 3</p> <p>Source: LCFF, Donation</p> <p>Budget Reference: Student Activities (5877)</p>	<p>2018-19</p> <p>Amount: Amount included in Goal 1, Actions 3</p> <p>Source: LCFF, Donation</p> <p>Budget Reference: Student Activities (5877)</p>

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALPA has fully implemented the three out of the four actions associated with this goal. The sole exception is the integration of competitions based on math skills and thinking.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The implementation of these actions has had some positive effect on the goal's metrics. LALPA did not achieve the expected percentage of students performing at grade-level norms in math according to NWEA RIT data. However, benchmark data concerned with growth indicates progress on the part of students with LALPA exceeding the percentage of students expected to meet their math growth targets in NWEA. These data suggest that LALPA's actions have been effective in supporting student math development with room remaining to reach grade-level standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal's expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist.

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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

To consult its various stakeholders, LALPA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALPA’s students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to LALPA’s commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, Children’s Progress of Academic Assessment, unit summative assessments, and LALPA’s intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school’s developing plans.

While administrators have received input during these sessions with faculty, LALPA has established other formal opportunities for teachers to provide their input. LALPA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALPA has also regularly surveyed its faculty on various topics ranging from student discipline to LALPA’s professional development program. Teachers have continued to hold reserved seats on LALPA’s School Site Council, English Learner’s Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to LALPA’s Executive Director, who maintains an open door policy and has hosted listening forums with the faculty. LALPA also conducts an annual survey of its faculty explicitly aligned to the LCAP. As for the school’s principals and other administrators, they have significant input into the LEA’s strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team and annual interviews with the LCAP coordinator.

Similar practices governed how LALPA involved other stakeholders. For parents and community members, LALPA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school’s mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to bi-monthly meetings of the school’s Board of Directors as well as all meetings of the school’s various councils. All these meetings have remained public and continue to reserve time for open commentary. In addition to forums and meetings, LALPA engages in regular communications with families to update them on their students and the school as a whole, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. LALPA sees its families as important partners and regularly

invests in development of these relationships. As a result, students' teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school's Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed. Like the school's faculty, families also have regular access to LALPA's Executive Director. In addition to a number of open forums for families, she has hosted a monthly parent book club that aims to develop parent leadership and capacity but has also served as an opportunity for the Executive Director to solicit and receive deeper feedback in a more personal (and less intimidating) environment. As with faculty, LALPA has also conducted a survey explicitly aligned to the LCAP for families. LALPA also provides an avenue for students to express their voice, supporting a student leadership group. In addition to planning school events and fundraisers, this group voices and champions student initiatives and interests under the guidance of a faculty advisor, who has regular established communication channels with school administrators.

Impact on LCAP and Annual Update

The consultations above have impacted the 2019-2020 LCAP in significant ways. On one hand, they have affirmed the LCAP's goals and general actions the school has planned to take. However, stakeholder input has also taken an active part in shaping the current LCAP, impacting the action plans for all of the school's five goals.

During consultations, stakeholders expressed interest in improving the physical and social state of the school, which have impacted the focus on Goal 2 and continuing with planned actions in the LCAP. Similarly, stakeholder desire to see improvements in school communications have resulted in a new item expecting an increase in the ways families and other stakeholders can give feedback like the installation of comment boxes in school front offices and a comment option on the LEA website to Action 2. In response to stakeholders' interests in better meeting the needs of the student as a whole child, LALPA continues to seek to increase non-athletic extracurricular activities and programming in the arts for students. LALPA continues to support greater student access to healthcare services through referrals and collaborations with community service groups. Stakeholder consultations affected the final shape of the all of the goals in the new LCAP, but largely remain the same in the culminating year of this LCAP cycle.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Modified Unchanged

Goal 1

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards within the framework of a two-way Spanish-English dual language program

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need:

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they are ready for future academic success. The dual language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like LALPA's while also allowing the school to build upon the academic skills students may already have in Spanish.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA*	27%	29%	38%	48%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math*	23%	41%	51%	61%
Proficient or advanced in Standards-based Test in Spanish	20%	24%	28%	32%
ACT projection: Reading **	18%	22%	26%	30%
ACT projection: Math**	8.8%	13%	17%	21%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
 OR

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to)

1. Wonders/Maravillas
2. Go Math!
3. investigating purchase of social studies curriculum purchasing science materials and investigating adoption of new curriculum

2018-19 Actions/Services

Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to):

4. Wonders/Maravillas
5. Go Math!
6. Purchase social studies curriculum

2019-20 Actions/Services

Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to):

1. Wonders/Maravillas
2. Go Math!
3. Purchase social studies curriculum
4. Purchase a Science curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,039	\$42,064	\$51,495
Source	LCFF All resources	LCFF All resources	LCFF All resources

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325) 	<ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325) 	<ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include, but not be limited to:

1. Continued ELA/ELD and SLA Wonders/Maravillas training
2. Continued Go Math training for both the physical and digital curriculum.
3. Google Educator Level 1 training
4. NGSS Training
5. CA History-Social Sciences Rollout Training
6. Depth and complexity PD
7. PD on Kagan strategies

2018-19 Actions/Services

Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):

1. further implementation of the principles of Professional Learning Communities (PLC)
2. supporting Google Educator certifications for teachers
3. supporting PLC's appropriately-aligned requests for PD and conference attendance
4. developing a support program for new faculty specific to teaching at LALA (in addition to BTSA)
5. PD and support on implementation of the dual language program

2019-20 Actions/Services

Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):

1. further implementation of the principles of Professional Learning Communities (PLC)
2. supporting Google Educator certifications for teachers
3. supporting PLC's appropriately-aligned requests for PD and conference attendance
4. developing a support program for new faculty specific to teaching at LALA (in addition to BTSA)
5. PD and support on implementation of the dual language program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,749	\$44,165	\$70,354
Source	LCFF All resources	LCFF All resources	LCFF All resources

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> • Travel & Conferences (5200) • Consultants – Instructional (5815) • Professional Development (5863) 	<ul style="list-style-type: none"> • Travel & Conferences (5200) • Consultants – Instructional (5815) • Professional Development (5863) 	<ul style="list-style-type: none"> • Travel & Conferences (5200) • Consultants – Instructional (5815) • Professional Development (5863)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

2017-18 Actions/Services

Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills students need to access the CCSS, including (but not limited to)

1. the implementation of a technology skills scope and sequence plan
2. the upkeep and purchase of hardware and infrastructure
3. the use of CAASPP interim assessments
4. the purchase of hardware security/loss prevention measures
5. payment for internet services
6. payment for firewall and cache services
7. BrainPop
8. Achieve3000
9. Keyboarding Without Tears
10. ST Math
11. Raz Kids

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

2018-19 Actions/Services

Maintain the technology and digital resources that will allow LALPA to differentiate instruction develop students' 21st Century skills and meet state standards. This will include (but not limited to):

1. use of CAASPP interim assessments
2. implementation of a technology skills scope and sequence plan
3. upkeep and purchase of hardware and infrastructure
4. payment for internet services
5. payment for firewall and cache services
6. BrainPop licenses
7. Achieve3000
8. ST Math
9. Raz Kids
10. Keyboarding Without Tears
11. Creating measures to ensure equitable access to technology

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2019-20 Actions/Services

Maintain the technology and digital resources that will allow LALPA to differentiate instruction develop students' 21st Century skills and meet state standards. This will include (but not limited to):

1. use of CAASPP interim assessments
2. implementation of a technology skills scope and sequence plan
3. upkeep and purchase of hardware and infrastructure
4. payment for internet services
5. payment for firewall and cache services
6. BrainPop licenses
7. Achieve3000
8. Accelerated Reader
9. Raz Kids
10. Creating measures to ensure equitable access to technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,039	\$68,230	\$86,836
Source	LCFF All Resources	LCFF All Resources	LCFF All Resources
Budget Reference	<ul style="list-style-type: none"> • Non capitalized Equipment (4400) • Educational Software (4320) Technology Services (5887)	<ul style="list-style-type: none"> • Non capitalized Equipment (4400) • Educational Software (4320) • Technology Services (5887) 	<ul style="list-style-type: none"> • Non capitalized Equipment (4400) • Educational Software (4320) • Technology Services (5887)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Low Income
 Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Limited to Unduplicated Student Group(s)
 Schoolwide OR

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):

1. the administration of NWEA MAP assessments
2. the administration of Children's Progress of Academic Achievement
3. the maintenance of a student information system
4. alignment of grade book to mastery grading
5. examination of Achieve3000 data
6. examination of CELDT/ELPAC data
7. examination of CAASPP summative and interim data

2018-19 Actions/Services

Monitor student proficiency data on an ongoing basis, adjusting actions and the distribution of resources as needed to ensure student proficiency in state adopted standards. In addition to maintaining a student information system, this action will include (but not be limited to) analyzing:

1. NWEA MAP assessments
2. CPAA assessments
3. Achieve3000 data
4. CELDT/ELPAC data
5. CAASPP summative and interim data

2019-20 Actions/Services

Monitor student proficiency data on an ongoing basis, adjusting actions and the distribution of resources as needed to ensure student proficiency in state adopted standards. In addition to maintaining a student information system, this action will include (but not be limited to) analyzing:

1. NWEA MAP assessments
2. CPAA assessments
3. Achieve3000 data
4. ELPAC data
5. CAASPP summative and interim data
6. Learning Center data
7. Accelerated Reader program data

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 11,439	\$9,386	\$11,000
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget	<ul style="list-style-type: none"> • Certificated salaries (1000) 	<ul style="list-style-type: none"> • Certificated salaries (1000) 	<ul style="list-style-type: none"> • Certificated salaries (1000)

Year	2017-18	2018-19	2019-20
Reference	<ul style="list-style-type: none"> Professional Development (5863,5200) Student Assessments (5878) Student Information System (5881) 	<ul style="list-style-type: none"> Professional Development (5863,5200) Student Assessments (5878) Student Information System (5881) 	<ul style="list-style-type: none"> Professional Development (5863,5200) Student Assessments (5878) Student Information System (5881)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):

1. paying certificated employees' salaries
2. paying classified employees' salaries
3. providing eligible employees' their contracted benefits
4. continue collective bargaining of competitive teacher contracts

2018-19 Actions/Services

Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):

1. paying certificated employees' salaries
2. paying classified employees' salaries
3. providing eligible employees' their contracted benefits
4. continue collective bargaining of competitive teacher contracts
5. adding campus security aides to staff

2019-20 Actions/Services

Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):

1. paying certificated employees' salaries
2. paying classified employees' salaries
3. providing eligible employees' their contracted benefits
4. continue collective bargaining of competitive teacher contracts
5. Review/clarify the process for the criteria on continued education salary points/units.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,221,207	\$3,405,007	\$3,176,591
Source	LCFF, Special Education-3310,6500; Title I - 3010	LCFF, Special Education-3310,6500; Title I – 3010 Include all restricted sources	LCFF, Special Education-3310,6500; Title I – 3010 Include all restricted sources
Budget	• Certificated salaries (1000)	• Certificated salaries (1000)	• Certificated salaries (1000)

Year	2017-18	2018-19	2019-20
Reference	<ul style="list-style-type: none"> Classified salaries (2000) Employee benefits (3000) Special Education Contract Instructors (5869) Staff Recruiting (5875) Substitutes (5884) 	<ul style="list-style-type: none"> Classified salaries (2000) Employee benefits (3000) Special Education Contract Instructors (5869) Staff Recruiting (5875) Substitutes (5884) 	<ul style="list-style-type: none"> Classified salaries (2000) Employee benefits (3000) Special Education Contract Instructors (5869) Staff Recruiting (5875) Substitutes (5884)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR

 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

2017-18 Actions/Services

Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student's homeroom teacher, family and other service providers to ensure healthy academic, social and emotional development. Each student's MTSS team will secure intervention and enrichment as necessary and provide general guidance. This will include (but not be limited to):

1. securing intervention and enrichment as necessary
2. securing counseling services (e.g. VIP, school counselor)
3. college field trips
4. implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD
5. providing college and career counseling, workshops, fairs and outreach

using of Ripples Effects for behavior support

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

2018-19 Actions/Services

Develop components within the school's multiple-tiered systems of support (MTSS) focused on meeting the academic needs of students. This will include (but not be limited to):

1. securing intervention and enrichment as necessary
2. programming that promotes college awareness and attendance
3. implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college presentations)

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2019-20 Actions/Services

Develop components within the school's multiple-tiered systems of support (MTSS) focused on meeting the academic needs of students. This will include (but not be limited to):

1. securing intervention and enrichment as necessary (Tiered Intervention, Learning Center, Achieve 3000, After School Tutoring)
2. programming that promotes college awareness and attendance
3. implementation of GLAD strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1 Action 5,2	Amount include in Goal 1 Action 5,2	Amount include in Goal 1 Action 5,2
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Activities (5877) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Activities (5877) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Activities (5877)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New
 Modified
 Unchanged

Goal 2

Provide a safe and supportive schooling experience that attends to the social and emotional development of students and the role of their families in this growth

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Local Priorities: [List Local Priorities here]

Identified Need:

Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA	95%	95%	95%	95%
Suspension rate	< 1%	< 1%	< 1%	< 1%
Expulsion rate	0%	0%	0%	0%
Health Department inspections	84	> 89	> 89	> 89
Fire Department inspections	Not pass	Pass	Pass	Pass
LALA is safe: Parent survey	98.7%	95%	95%	95%
LALA supports health and well-being: Parent survey	96.7%	95%	95%	95%
LALA supports socio-emotional	84%	95%	95%	95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
development: Parent survey				
LALA supports VAPA: Parent survey	94.6%	95%	95%	95%
LALA supports extracurricular activities: Parent survey	83.1%	95%	95%	95%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):

1. leasing the school's campus
2. creating a safety committee that governs the comprehensive school safety plan
3. conducting monthly safety drills
4. conducting regular walk-throughs and site inspections
5. providing shade for playground
6. replacing ground cover for playground
7. Red Cross Emergency Preparedness PD for administrative designee

2018-19 Actions/Services

Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):

1. leasing the school's campus
2. evaluating the school's comprehensive safety plan
3. conducting monthly safety drills
4. conducting regular walk-throughs and site inspections
5. refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc)

2019-20 Actions/Services

Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):

1. leasing the school's campus
2. evaluating the school's comprehensive safety plan
3. conducting monthly safety drills
4. conducting regular walk-throughs and site inspections
5. Refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc.)
6. Stakeholder survey of periodic campus needs, cleanliness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$468,667	\$459,003	\$513,505
Source	LCFF All resources	LCFF All resources	LCFF All resources

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> • Custodial Supplies (4315) • Classroom Furniture, Equipment & Supplies (4410) • Insurance (5400) • Rent (5610) • Repairs and Maintenance – Building (5615) 	<ul style="list-style-type: none"> • Custodial Supplies (4315) • Classroom Furniture, Equipment & Supplies (4410) • Insurance (5400) • Rent (5610) • Repairs and Maintenance – Building (5615) 	<ul style="list-style-type: none"> • Custodial Supplies (4315) • Classroom Furniture, Equipment & Supplies (4410) • Insurance (5400) • Rent (5610) • Repairs and Maintenance – Building (5615)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR

 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

2017-18 Actions/Services

Implement a program of parent and community outreach that solicits feedback and participation as well as provide services, training or information. This will include (but not be limited to):

1. the continued use of electronic communication systems (e.g. Parent Square, Facebook)
4. an update of the LEA website
5. conducting annual stakeholder surveys
6. hosting regular monthly stakeholder (e.g. "Coffee with the Principal")
7. assisting families in need with school uniforms
8. providing family services through community partners (e.g. VIP Services and Barrio Action for counseling; legal services; health; etc.)
9. host community service, outreach, and recruiting (e.g. Fall Festival, Community Block Party)

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

2018-19 Actions/Services

Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to):

1. use of electronic communication systems (e.g. Parent Square, Facebook)
2. conducting annual stakeholder surveys
3. hosting regular stakeholder meetings and forums (e.g. "Coffee with the Principal")
4. assisting families in need with school uniforms
5. providing family services through community partners (e.g. VIP Services, Barrio Action)
6. hosting community service, outreach, and recruiting events (e.g. Fall Festival, Community Block Party)
7. increasing ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website)

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2019-20 Actions/Services

Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to):

1. use of electronic communication systems (e.g. Parent Square, Facebook)
2. conducting annual stakeholder surveys
3. hosting regular stakeholder meetings and forums (e.g. "Coffee with the Principal")
4. assisting families in need with school uniforms
5. providing family services through community partners (e.g. VIP Services, Barrio Action)
6. hosting community service, outreach, and recruiting events (e.g. Fall Festival, Community Block Party)
7. Increasing ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website)
8. Create a committee to research funding the nurse position for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,272	\$2,486	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	<ul style="list-style-type: none"> • Uniforms (4350) • Family Outreach (5807) 	<ul style="list-style-type: none"> • Uniforms (4350) • Family Outreach (5807) 	<ul style="list-style-type: none"> • Uniforms (4350) • Family Outreach (5807)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
 OR

 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):

1. school-wide monthly recognition assemblies for attendance, behavior, and academics
2. PBIS events (e.g. ice cream socials)
3. continue "Caught Being Good" PBIS program
4. providing parenting workshops as an alternative to suspension
5. using mini-courses

2018-19 Actions/Services

Refine LALPA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans (to complement the academic focus of Action 6 of Goal 1). This will include (but not be limited to) supporting:

1. a program of PBIS rewards and recognitions for meeting expectations
2. begin self-study aimed at expanding the number of alternatives to suspension available to the school (e.g. use of Saturday School)
3. activities of the student leadership group
4. activities (like standards-aligned field trips) that build enthusiasm for learning

2019-20 Actions/Services

Refine LALPA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans (to complement the academic focus of Action 6 of Goal 1). This will include (but not be limited to) supporting:

1. a program of PBIS rewards and recognitions for meeting expectations
2. continue self-study aimed at expanding the number of alternatives to suspension available to the school (e.g. use of Saturday School)
3. activities of the student leadership group
4. activities (like standards-aligned field trips) that build enthusiasm for learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$37,100	\$51,284
Source	LCFF All Resources, Donation	LCFF All Resources, Donation	LCFF All Resources, Donation
Budget	Student Activities (5877)	Student Activities (5877)	Student Activities (5877)

Year	2017-18	2018-19	2019-20
Reference			

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR

 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New
 Modified
 Unchanged

Select from New, Modified, or Unchanged for 2018-19

New
 Modified
 Unchanged

Select from New, Modified, or Unchanged for 2019-20

New
 Modified
 Unchanged

2017-18 Actions/Services

Provide access to services and programs that support students' socio-emotional

2018-19 Actions/Services

Refine services and programs that support students' socio-emotional health and

2019-20 Actions/Services

Refine services and programs that support students' socio-emotional health and

2017-18 Actions/Services

health and development through students' MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development's (ASCD) Whole School, Whole Community, and Whole Child (WSCC) approach. This will include (but not be limited to):

1. expansion of the athletic/sports program
2. providing an after-school youth program
3. PD for teachers on classroom management, trauma-informed approaches, de-escalation
4. monthly parent workshops by Barrio Action

sex health education for 5th graders and their parents by Reality Check

2018-19 Actions/Services

development through students' MTSS teams (to complement academic focus of Action 6 of Goal 1), continuing to draw on principles from the ASCD's WSCC approach. This will include (but not be limited to):

1. providing an after-school youth program
2. parent workshops by Barrio Action and other providers
3. increased non-athletic extracurricular activities and programming in the arts
4. supporting student access to healthcare services (e.g. referrals to providers)

2019-20 Actions/Services

development through students' MTSS teams (to complement academic focus of Action 6 of Goal 1), continuing to draw on principles from the ASCD's WSCC approach. This will include (but not be limited to):

1. providing an after-school youth program
2. parent workshops by Barrio Action and other providers
3. increased non-athletic extracurricular activities and programming in the arts
4. supporting student access to healthcare services (e.g. referrals to providers)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,500	\$112,500	\$122,850
Source	ASES 6010	ASES 6010	ASES 6010
Budget Reference	ASES (4352)	ASES (4352)	ASES (4352)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):

1. surveying students regarding food preferences

2018-19 Actions/Services

Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):

1. surveying students regarding food preferences
2. convening a committee that includes student voice and explores different

2019-20 Actions/Services

Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):

1. surveying students regarding food preferences
2. convening a committee that includes student voice and explores

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

food vendor options
 3. survey stakeholder satisfaction with food in following LCAP input processes

different food vendor options
 3. survey stakeholder satisfaction with food in following LCAP input processes (Parent Feedbacks - tastings)
 4. Create a committee to explore the implementation of a program for preparation of meals on site or alternative meal options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$358,864	\$358,865	\$358,865
Source	Nutrition Program 5310	Nutrition Program 5310	Nutrition Program 5310
Budget Reference	Student Food Services (4710)	Student Food Services (4710)	Student Food Services (4710)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New
 Modified
 Unchanged

Goal 3

Close the achievement gap between students from significant subpopulations (e.g. EL, Latino, SPED and socioeconomically disadvantaged students) and the general population

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ **Identified Need:**

LALPA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL score on CAASPP ELA	16%	24%	35%	40%
Low income score on CAASPP ELA	25%	29%	38%	48%
SPED score on CAASPP ELA*	21%	26%	31%	36%
Latino score on CAASPP ELA	28%	29%	38%	48%
EL NWEA met growth	21%	25%	29%	33%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
projection: Reading				
Low income NWEA met growth projection: Reading	25%	29%	33%	37%
SPED NWEA met growth projection: Reading	30%	34%	38%	42%
Latino NWEA met growth projection: Reading	24%	28%	32%	36%
EL NWEA met growth projection: Language	18%	22%	26%	30%
Low income NWEA met growth projection: Language	20%	24%	28%	32%
SPED NWEA met growth projection: Language	17%	21%	25%	29%
Latino NWEA met growth projection:	22%	26%	30%	34%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Language				
EL reclassification rate	4%	13%	16%	18%
EL score on CAASPP Math	17%	32%	40%	47%
Low income score on CAASPP Math	23%	41%	51%	61%
SPED score on CAASPP Math*	11%	16%	21%	26%
Latino score on CAASPP Math	24%	42%	52%	62%
EL NWEA met growth projection: Math	28%	32%	36%	40%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific
Schools: _____ Specific
Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Monitor academic progress of significant subpopulations (including RFEPs) through students' MTSS teams (see Goal 1, Action 6). This will include (but not be limited to):

1. individual conferences with student's advisors
2. monitoring by the Director of Student Services
3. examining available subgroup data from digital programs

2018-19 Actions/Services

Monitor academic progress of significant subpopulations (including RFEPs) through students' MTSS teams. This will include (but not be limited to):

1. individual conferences with student's advisors
2. monitoring by the Director of Student Services
3. examining available subgroup data from digital programs
4. creation of portfolios that track EL students' progress toward reclassification against set criteria

2019-20 Actions/Services

Monitor academic progress of significant subpopulations (including RFEPs) through students' MTSS teams. This will include (but not be limited to):

1. individual conferences with students, teachers, and parents
2. monitoring by the designee
3. examining available subgroup data from digital programs
4. track EL students' progress toward reclassification against set criteria
5. Use of SST and SAPs processes for progress monitoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Action 4	Amount included in Goal 1, Action 4	Amount included in Goal 1, Action 4
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessment (5878) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessment (5878) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessment (5878)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Use adaptive digital content to provide differentiated instruction and intervention.

This will include (but not be limited to):

1. BrainPop ESL
2. ST Math
3. Achieve3000
4. Raz Kids

2018-19 Actions/Services

Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations. This will include (but not be limited to):

1. ST Math
2. Achieve3000
3. Raz Kids

2019-20 Actions/Services

Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations. This will include (but not be limited to):

1. Achieve3000
2. Raz Kids
3. Accelerated Reader

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Action 3 and 5	Amount included in Goal 1, Action 3 and 5	Amount included in Goal 1, Action 3 and 5
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1100) • Educational Software (4320) • Technology Services (5887) 	<ul style="list-style-type: none"> • Certificated salaries (1100) • Educational Software (4320) • Technology Services (5887) 	<ul style="list-style-type: none"> • Certificated salaries (1100) • Educational Software (4320) • Technology Services (5887)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students with Disabilities [Specific Student Group(s)] _____

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to):

1. continuation of a RTI Tier 3 pullout program for ELA
2. in-class Tier 2 support for math and ELA

2018-19 Actions/Services

Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to):

1. continuation of a RTI Tier III pullout program for ELA
2. in-class Tier II support for math and ELA

2019-20 Actions/Services

Provide intervention, designated ELD, integrated ELD and similar academic support during the school day. This will include (but not be limited to):

1. continuation of a RTI Tier III pullout program for ELA
2. in-class Tier II support for math and ELA
3. Computer adaptive program for ELA (Achieve 3000)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal1, Action 5	Amount included in Goal1, Action 5	Amount included in Goal1, Action 5
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1100) • Classified salaries (2100) 	<ul style="list-style-type: none"> • Certificated salaries (1100) • Classified salaries (2100) 	<ul style="list-style-type: none"> • Certificated salaries (1100) • Classified salaries (2100)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New
 Modified
 Unchanged

Select from New, Modified, or Unchanged for 2018-19

New
 Modified
 Unchanged

Select from New, Modified, or Unchanged for 2019-20

New
 Modified
 Unchanged

2017-18 Actions/Services

Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):

1. PD for instructional aides to support SPED students
2. CELDT and reclassification workshops for parents

2018-19 Actions/Services

Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):

1. PD for instructional aides to support SPED students
2. ELPAC and reclassification workshops for parents and stakeholders

2019-20 Actions/Services

Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):

1. PD for instructional aides to support SPED students
2. ELPAC and reclassification workshops for parents and stakeholders
3. PD for instructional aides to support with EL students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2	Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2	Amount included in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2
Source	LCFF, Special Education 6500	LCFF, Special Education 6500	LCFF, Special Education 6500
Budget Reference	<ul style="list-style-type: none"> • Classified salaries (2100) • Professional Development (5863,5200) • Family Outreach (5807) 	<ul style="list-style-type: none"> • Classified salaries (2100) • Professional Development (5863,5200) • Family Outreach (5807) 	<ul style="list-style-type: none"> • Classified salaries (2100) • Professional Development (5863,5200) • Family Outreach (5807)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students with Disabilities [Specific Student Group(s)] _____

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):

1. conduct of Modified Consent Decree meetings
2. PD for teachers on IEPs and servicing SPED students

2018-19 Actions/Services

Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):

1. conduct of Modified Consent Decree meetings
3. PD for teachers on IEPs and servicing SPED students

2019-20 Actions/Services

Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):

2. conduct of Modified Consent Decree meetings
3. PD for teachers on IEPs and servicing SPED students
4. PD focused on social-emotional support of students (Conscious Discipline)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2	Amount include in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2	Amount include in Goal 1, Actions 4 and 5, as well as Goal 2, Action 2
Source	LCFF, Special Education (6500)	LCFF, Special Education (6500)	LCFF, Special Education (6500)
Budget Reference	Professional Development (5863,5200)	Professional Development (5863,5200)	Professional Development (5863,5200)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New
 Modified
 Unchanged

Goal 4

Increase student literacy as measured by the CCSS

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need:

Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At or above grade norm level RIT: NWEA Language*	23%	27%	31%	35%
Met growth target: NWEA Language**	22%	26%	30%	34%
At or above grade norm level RIT: NWEA Reading*	18%	22%	26%	30%
Met growth target: NWEA Reading**	23%	27%	31%	35%
Projected to meet or exceed ELA CAASPP****	14.4%	19%	23%	27%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Continue to provide academic ELA support in class and through a pullout RTI class.

2018-19 Actions/Services

Continue to provide academic ELA support in class and through a pullout RTI class.

2019-20 Actions/Services

Continue to provide academic ELA support in class and through a pullout RTI class.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Actions 1, 4, and 5	Amount included in Goal 1, Actions 1, 4, and 5	Amount included in Goal 1, Actions 1, 4, and 5
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Professional Development (5863,5200) • Instructional Materials & Supplies (4325) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Professional Development (5863,5200) • Instructional Materials & Supplies (4325) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Professional Development (5863,5200) • Instructional Materials & Supplies (4325)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Low Income
 Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Limited to Unduplicated Student Group(s)
 Schoolwide OR

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Professional development on the continued implementation of the ELA curriculum, Wonders/Maravillas.

2018-19 Actions/Services

Ensure that LALPA's PD Program and PLCs address the improvement of general literacy instruction and the use of the school's ELA curricula, in particular.

2019-20 Actions/Services

Ensure that LALPA's PD Program and PLCs address the improvement of general literacy instruction and the use of the school's ELA curricula, in particular.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal1, Action 4	Amount included in Goal1, Action 4	Amount included in Goal1, Action 4
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	Professional Development (5863, 5200)	Professional Development (5863, 5200)	Professional Development (5863, 5200)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments

2018-19 Actions/Services

Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments

2019-20 Actions/Services

Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Actions 3, 4, and 5	Amount included in Goal 1, Actions 3, 4, and 5	Amount included in Goal 1, Actions 3, 4, and 5
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000)

Year	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • Educational Software (4320) • Student Assessments (5878) 	<ul style="list-style-type: none"> • Educational Software (4320) • Student Assessments (5878) 	<ul style="list-style-type: none"> • Educational Software (4320) • Student Assessments (5878)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct a program of events and activities promoting literacy. This will include (but not be limited to):

1. Recognizing reading and language performances and growth on significant assessments
2. Competitions based on literacy activities

Conduct a program of events and activities promoting literacy. This will include (but not be limited to):

1. Recognizing reading and language performances and growth on significant assessments
2. Competitions based on literacy activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Amount include in Goal 1, Action 3	Amount include in Goal 1, Action 3
Source		LCFF, Donation	LCFF, Donation, SSAE Grant
Budget Reference		Student Activities (5877)	Student Activities (5877)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New
 Modified
 Unchanged

Goal 5

Increase math performance and ability as measured by the CCSS

State and/or Local Priorities addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need:

Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At or above grade norm level RIT: NWEA Math*	28%	32%	36%	40%
Met growth target: NWEA Math**	29%	33%	37%	41%
Projected to meet or exceed Math CAASPP****	12.8%	17%	21%	25%

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Continue to provide academic math support through in-class intervention periods and after school tutoring

2018-19 Actions/Services

Continue to provide academic math support through in-class intervention periods and after school tutoring

2019-20 Actions/Services

Continue to provide academic math support through in-class intervention and after school tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Actions 1 and 5	Amount included in Goal 1, Actions 1 and 5	Amount included in Goal 1, Actions 1 and 5
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Instructional Materials & Supplies (4325) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Instructional Materials & Supplies (4325) 	<ul style="list-style-type: none"> • Certificated salaries (1000) • Instructional Materials & Supplies (4325)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 Schoolwide
OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools
 Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Continue use of ST Math as digital resource for math intervention

2018-19 Actions/Services

Continue use of digital resources like ST Math for math intervention

2019-20 Actions/Services

Continue with the use of digital resources found in GoMath! For Math intervention
Research and purchase math digital support curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal1, Action 3	Amount included in Goal1, Action 3	Amount included in Goal1, Action 3
Source	LCFF All resources	LCFF All resources	LCFF All resources
Budget Reference	<ul style="list-style-type: none"> Educational Software (4320) 	<ul style="list-style-type: none"> Educational Software (4320) 	<ul style="list-style-type: none"> Educational Software (4320)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____
 Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

Continued PD on effective math practices and instructional strategies

2018-19 Actions/Services

Ensure that LALPA's PD Program and PLCs address the improvement of general math instruction and the use of the school's math curricula, in particular.

2019-20 Actions/Services

Ensure that LALPA's PD Program and PLCs address the improvement of general math instruction and the use of the school's math curricula, in particular.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Amount included in Goal 1, Action 4	Amount included in Goal 1, Action 4	Amount included in Goal 1, Action 4
Source	LCFF	LCFF	LCFF,SSAE Grant
Budget Reference	Professional Development (5863,5200)	Professional Development (5863,5200)	Professional Development (5863,5200)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students with Disabilities [Specific Student Group(s)] _____

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide Schoolwide OR
 Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools Specific Schools: _____ Specific Grade spans: _____

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Modified Unchanged

Select from New, Modified, or Unchanged for 2018-19

New Modified Unchanged

Select from New, Modified, or Unchanged for 2019-20

New Modified Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct a program of events and activities promoting math. This will include (but not be limited to):

1. Recognizing math performances and growth on significant

Conduct a program of events and activities promoting math. This will include (but not be limited to):

1. Recognizing math performances and growth on significant

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

assessments
2. Competitions based on math skills and thinking

assessments
Competitions based on math skills and thinking

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Amount include in Goal 1, Action 3	Amount include in Goal 1, Action 3
Source		LCFF, Donation	LCFF, Donation, SSAE Grant
Budget Reference		Student Activities (5877)	Student Activities (5877)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 867,841

32 %

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.

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

While a number of actions are funded and provided on an LEA-wide basis, many are principally directed toward increasing and improving services for our unduplicated pupils. First, while all students are likely to benefit from their implementation, a number of the school's adopted instructional strategies and the rationale for the school's dual language Spanish immersion program are geared toward addressing the academic needs and motivation LALPA's unduplicated pupils. In addition, the school has explicitly adopted the use of adaptive digital curriculum in order to provide interventions at unduplicated students' zones of proximal development (ZPD). Research indicates that such differentiation results in the greatest possible growth. Next, the school provides paraprofessionals and aides to provide additional academic support to unduplicated students; LALPA also increases the number of instructional minutes in the form of a pullout intervention program to support these students, who generally struggle more than the general population. Lastly, the school plans to further develop a program aligned to the principles of multi-tiered system of support and ASCD's "whole school, whole community, whole child" framework to better meet the needs of unduplicated students. As a collaborative effort among each student's advisors, teachers, administrators, and parents, each advisory actively seeks to address the challenges and barriers to success unduplicated students face. These increases and improvements are encapsulated in the actions of Goal 3. Similarly, the principal impetus of the school's establishment of positive behavior interventions and supports and use of alternatives to suspension is to create a school climate and culture that meets the needs of these students. Research suggests those traditional forms of discipline and behavior management result in negative outcomes and the perpetuation of the school-to-prison pipeline. Likewise, the school's efforts to address the socio-emotional needs of its students like providing counseling services and referrals to community service providers or ensuring a healthy and nutritious meal are principally directed at helping the school's low income immigrant students and their families.

