

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alma Fuerte Public School

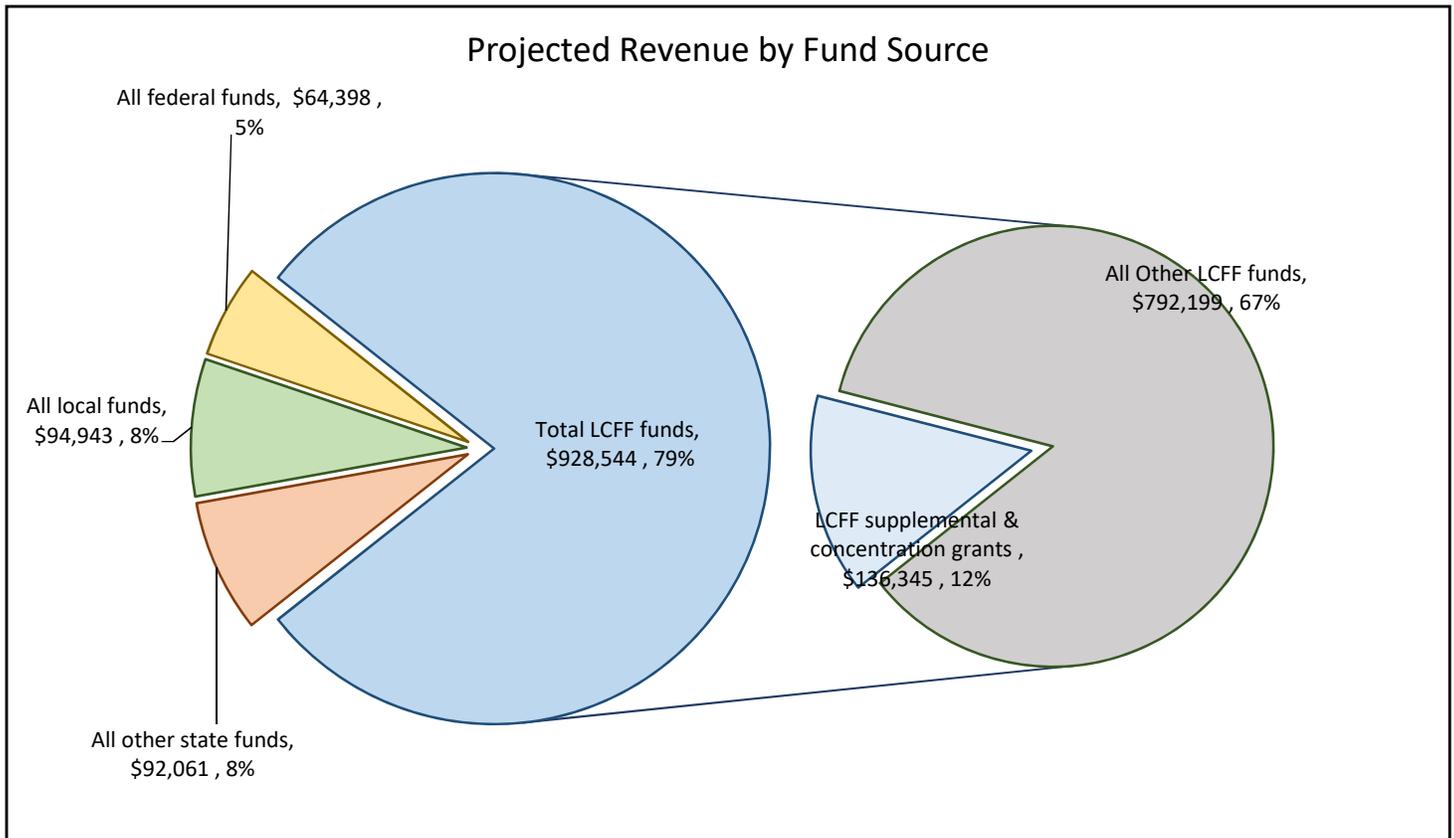
CDS Code: 19 10199 0135368

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Anne Lee, (858) 472-2245, anne.lee@almafuerteps.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

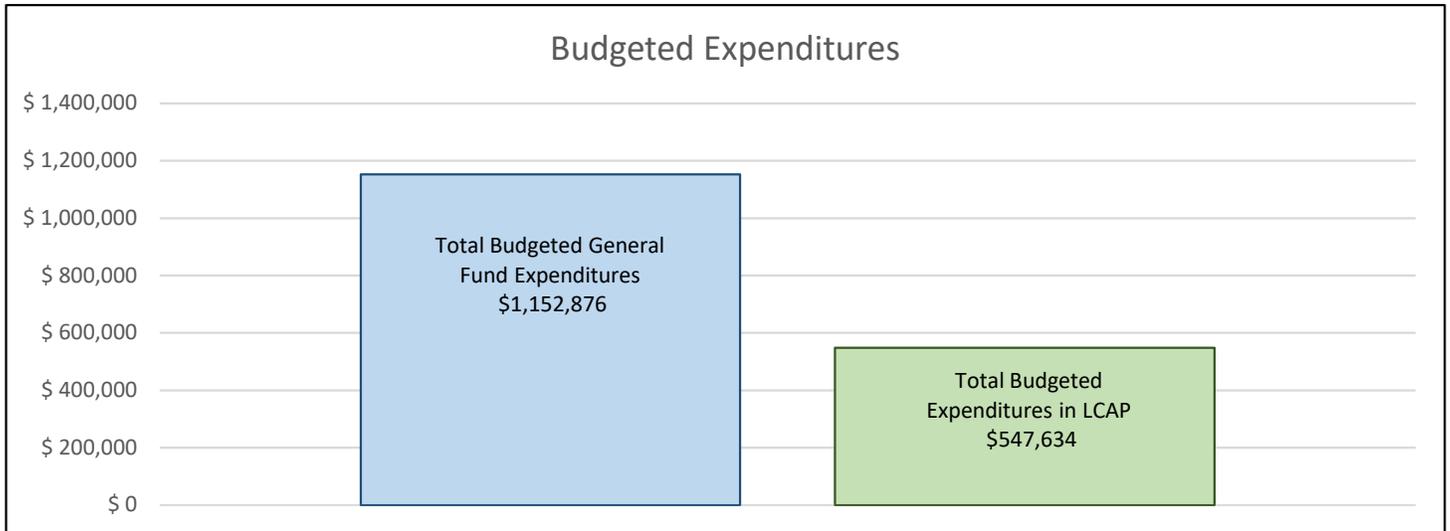


This chart shows the total general purpose revenue Alma Fuerte Public School expects to receive in the coming year from all sources.

The total revenue projected for Alma Fuerte Public School is \$1,179,946.00, of which \$928,544.00 is Local Control Funding Formula (LCFF), \$92,061.00 is other state funds, \$94,943.00 is local funds, and \$64,398.00 is federal funds. Of the \$928,544.00 in LCFF Funds, \$136,345.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Alma Fuerte Public School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

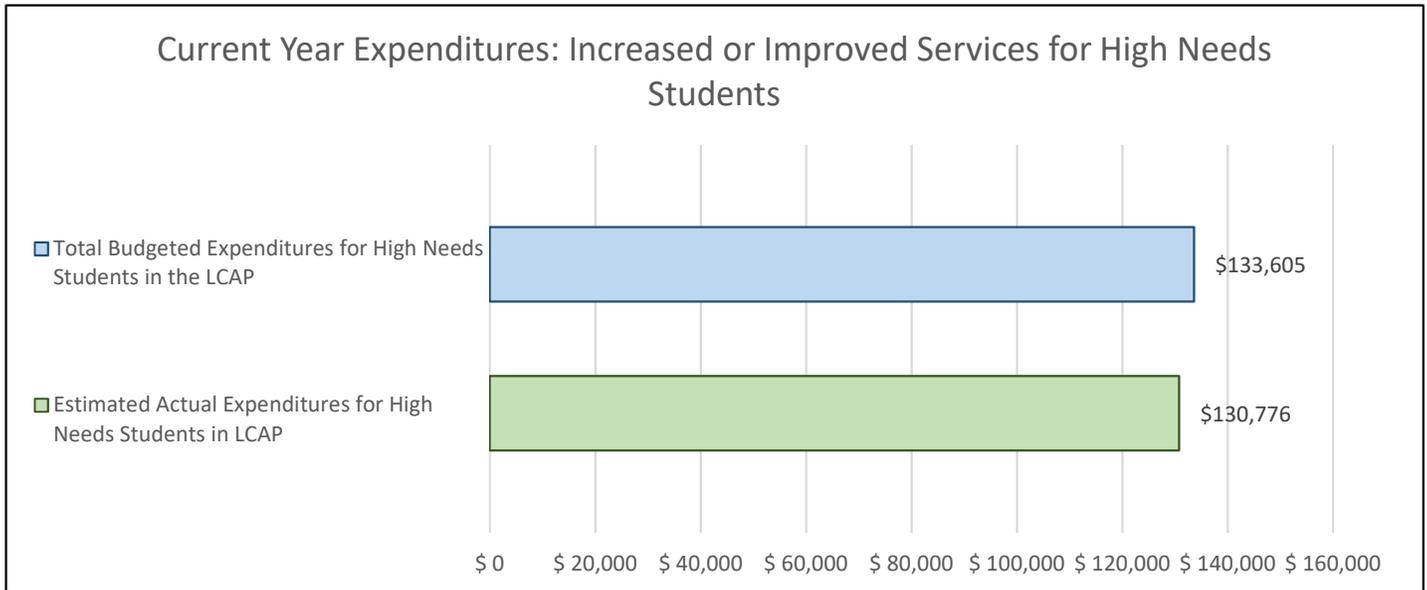
Alma Fuerte Public School plans to spend \$1,152,876.00 for the 2019-20 school year. Of that amount, \$547,634.00 is tied to actions/services in the LCAP and \$605,242.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the expenditures outlined in the LCAP, the AFPS 19-20 budget includes funding for rent, Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Alma Fuerte Public School is projecting it will receive \$136,345.00 based on the enrollment of foster youth, English learner, and low-income students. Alma Fuerte Public School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Alma Fuerte Public School plans to spend \$188,750.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Alma Fuerte Public School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alma Fuerte Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Alma Fuerte Public School's LCAP budgeted \$133,605.00 for planned actions to increase or improve services for high needs students. Alma Fuerte Public School estimates that it will actually spend \$130,776.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$2,829.00 had the following impact on Alma Fuerte Public School's ability to increase or improve services for high needs students:

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Alma Fuerte Public

Contact Name and Title

Anne Lee
Director of Operations

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The mission of Alma Fuerte Public School is to develop TK-8 students into passionate, self-motivated learners, entrepreneurs, academic achievers, innovative creators, and leaders with character, prepared for success in secondary school, college and 21st century careers. Alma Fuerte leverages best practices in 21st century learning and technology to provide a holistic, individualized education with real world connections to help our students create positive change in our community and world at large.

Alma Fuerte serves the Northwest Pasadena and Altadena community, (primarily portions of zip codes 91001, 91103 and 91104). Within this geographic area, 46.6% of residents are Hispanic, 25.6% White, 12.2% Black, and 9.7% are Asian. The community is home to thousands of recent immigrants including significant populations from Mexico. In zip code 91104, 34.4% of residents are foreign-born. Additionally, around 1% of children in ZIP Codes 91001, 91103, and 91104 are likely foster youth, as they are reported in the U.S. Census as children under 18 living with non-relatives. Moreover, approximately one quarter of residents within these ZIP Codes live at or below the poverty line.

Our student population is comprised of a significant number of economically disadvantaged students (over 65%) and English learners (33%). Our student population also includes students with special needs, students with DCFS case workers, students at risk of being homeless, and low-achieving students. It is our privilege to have designed our program not just to prepare students to become creators, leaders, and innovators, but to meet students where they are in their learning journey, as individuals with unique needs and dreams. We seek to provide a safe, high-quality, and personalized educational option for families in this community, to ensure that all students receive a world-class education and build the foundational conceptual, emotional, social, and entrepreneurial skills needed to succeed in high school, college, and beyond.

Alma Fuerte Public School opened in August 2017 with approximately 75 children in grades TK-2, and will grow to over 100 students during this three-year LCAP. During the 2018-2019 school year, we served 82 students in grades TK-3.

Instruction at Alma Fuerte is first based on state standards, including the Common Core and the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Alma Fuerte's integrated and balanced instructional approach provides a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success: mastery of content – authentic understanding and the ability to apply learning, in context, across subject domains.

Our Educational Philosophy has guided us in choosing our curriculum as a means of best serving our target population and implementing our vision. Alma Fuerte's core programmatic approaches of Project-Based Learning and Blended Learning for Targeted Instruction are based in "best practices" and leading innovations on public education. Teachers implement an academically challenging and integrated curriculum, incorporating California standards, including Common Core State Standards (CCSS), ELD standards and Next Generation Science Standards (NGSS), while focusing on the innovative instructional approaches and teaching methodologies as detailed in our charter petition.

Further, to address the high mobility of our many students within target population, all students are assessed upon enrollment to assist in placement and identification for differentiated and leveled instruction. Interventions focused on addressing areas of deficit. Students not meeting standards are provided with tiered intervention and benefit from our Student Success Team approach.

Alma Fuerte provides the parents and children of Northwest Pasadena and Altadena an excellent public school that takes an alternative approach to the existing public schools - by preparing students not just for high-school, not just for college, but for 21st century careers.

LCAP Highlights

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

Alma Fuerte has established a number of goals designed to benefit all students school-wide/LEA-wide, including goals around providing CCSS-aligned course access, student achievement and grade level proficiency among all students, robust systems for parent involvement and input, and programs to enhance school climate and student engagement.

Unduplicated students will benefit from many actions and services set forth in this LCAP, including: supports from our English Learner Specialist; our ELD program; the work by our Parent and Community Engagement Liaison to connect students and families with services and resources, our tiered intervention system, and access to counseling services.

Review of Performance

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

Greatest Progress

Alma Fuerte is most proud of our progress in the following areas:

- Strong parent involvement at school, including 90% attendance at part-teacher conferences, regular parent Coffee Collective meetings to discuss and plan schoolwide events and initiatives and to provide a pathway to receive authentic feedback on our progress from parents and families.
- Implementation of adaptive online learning programs for English instruction, including ELD instruction for English Learners. Alma Fuerte offers students ELA and ELD instruction through Lexia and Achieve 3000's Smarty Ants programs.
- Establishment of Student Success Team (SST) process for students requiring additional supports. Alma Fuerte serves many unduplicated students, including low-income students and English Learners, and several students have benefited from our tiered intervention supports. Counseling support has also been offered to students - both unduplicated students and others - through a partnership with a local mental health provider.

- Implementing supports and systems designed to foster a strong school climate, including schoolwide implementation of Positive Behavior Interventions and Supports (PBIS), employing restorative justice approaches to foster a strong schoolwide community, and culturally responsive teaching strategies.

- Our suspension rate is approximately 1% and our expulsion rate is 0%, achieved in large part due to the systems and supports discussed above.
- Alma Fuerte received Initial WASC accreditation at the end of our first school year.

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

Greatest Needs

N/A - we are a new school serving grades TK-3 and has not yet had the opportunity to be measured against the state indicators.

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

Performance Gaps

N/A - we are a new school serving grades TK-3 and has not yet had the opportunity to be measured against the state indicators.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Students will be respectful of the school culture, as evidenced by low suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SARC	2018-19 <ul style="list-style-type: none">• Less than one percent of students will be suspended.• Less than one percent of students will be expelled.	<p>Our suspension rate is approximately 1%. We had our first and only suspension this year, and we enroll 82 students.</p> <p>We have had 0 expulsions.</p>

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter. Implement SST as appropriate. Co-Directors and teachers will use restorative justice practices. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Teachers have implemented classroom management in accordance with the Social-Emotional Learning component described in the charter.</p> <p>SST has been implemented as appropriate.</p> <p>Academic Director and teachers have used restorative justice practices.</p>	<p>\$15,075 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries - SST Process Management \$3,015 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher Salaries - SST Process Management \$4,500 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Academic Director \$900 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Academic Director</p>	<p>\$54,501 - LCFF - 1000-1999 Certificated Salaries - Partial Teacher Salaries - SST Process Management \$7,002 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher Salaries - SST Process Management \$4,335 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Academic Director \$650 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Academic Director</p>

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.

Teachers have been successful this year at implementing classroom management in accordance with the Social-Emotional Learning component described in the charter. The Alma Fuerte Team has also implemented the SST process as appropriate, and several students this year have been referred to SST.

Numerous interventions and supports have been provided, including behavior support plans, referral to counseling, and more. Academic Director and teachers use restorative justice practices in order for students to recognize the importance of acting as a member of the school community.

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

Alma Fuerte has been successful in its actions and services to achieve this goal, as Alma Fuerte has had only one suspension this school year, and none the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers spent more of their time on SST process management than previously anticipated.

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.

Alma Fuerte does not anticipate making any changes to this goal.

Goal 2

Students will receive instruction from highly qualified and appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Credential verification records, Degree verification	<p>2018-19 Teachers will meet their requirements by:</p> <ul style="list-style-type: none">a. Compliance with NCLB and Authorizer required requirements for credentialing and certificationb. All teachers teaching in their credentialed subject areac. Annual review of teacher credentials and other certificationsd. 100% compliance with Authorizer/NCLB review criteria	<p>Teachers have met their requirements by:</p> <ul style="list-style-type: none">a. Compliance with Authorizer required requirements for credentialing and certification (Note: NCLB requirements changed under ESSA)b. All teachers have taught in their credentialed subject areac. Teacher credentials and other certifications are reviewed annuallyd. 100% compliance with Authorizer review criteria

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Recruit highly qualified teachers. Provide professional development and training. Conduct annual evaluations that identify student performance as the most important evaluation criteria. Verify that all core subject teachers hold valid CA Teaching Credential with appropriate English learner authorization. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Highly qualified teachers have been recruited and hired.</p> <p>Professional development and training has been provided in advance of school year and throughout school year.</p> <p>Annual evaluations will be concluded by the end of the school year that identify student performance as the most important evaluation criteria.</p> <p>School staff have verified that all core subject teachers hold valid CA Teaching Credential with appropriate English learner authorization.</p>	<p>\$3,689 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Director of Operations</p> <p>\$614 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Director of Operations</p>	<p>\$1,752 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Director of Operations</p> <p>\$263 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Director of Operations</p>

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.

The Alma Fuerte team has recruited and retained highly qualified teachers. These teachers were provided two weeks of professional development and training in advance of school year, as well as multiple days throughout the school year. Topics span both academic areas and social-emotional learning areas, as well as school policies and procedures.

Annual teacher evaluations are currently being conducted. 30% evaluation criteria is student performance.

School staff verify annually that all core subject teachers hold valid CA Teaching Credential with appropriate English learner authorization.

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

Currently, all Alma Fuerte teachers in core subjects hold valid California multiple subject credentials. Professional development in areas identified by teachers has provided teachers targeted support in areas of need. Annual teacher evaluations are being conducted which are being accompanied by action steps to further improve educator effectiveness.

Based on the above, we believe that the actions and services are well designed to achieve this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to budget cuts, the salary of the Co-Director of Operations was reduced.

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.

Alma Fuerte does not anticipate any changes to this goal or actions.

Goal 3

EL students will become English language fluent.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ELPAC	2018-19 All EL students will progress at least one English language level each year, including in all significant subgroups.	Alma Fuerte will analyze results of Summative ELPAC administered this spring to determine whether this progress has been made, in comparison with last year's ELPAC results.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Administer home language survey. • Administer ELPAC as appropriate. • Purchase ELD curriculum. • Use SDAIE and ELD instructional strategies as described in charter. • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Home language survey administered upon school entry.</p> <p>Initial ELPAC has been administered to all students as appropriate.</p> <p>ELD curriculum (Lexia for 2018-2019) has been purchased.</p> <p>SDAIE and ELD instructional strategies has been employed as described in charter.</p> <p>English/Language Arts instruction has been provided with appropriate instructional support including SDAIE instructional strategies.</p> <p>EL focused professional development is being offered to teachers during summer 2019-20 professional development.</p>	<p>\$1,500 - Other Federal Funds - 4000-4999 Books and Supplies - Lexia System (repeated expenditure) \$18,000 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Academic Director (repeated expenditure) \$3,600 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Academic Director (repeated expenditure) \$5,610 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Teachers \$1,122 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Teachers</p>	<p>\$17,340 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Academic Director (repeated expenditure) \$2,601 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Academic Director (repeated expenditure) \$2,970 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Teachers</p>

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.

Alma Fuerte has implemented the following actions and services this school year:

Home language survey administered upon school entry.

ELPAC has been administered to all students as appropriate.

ELD curriculum (Lexia for 2017-2018) has been purchased.

SDAIE and ELD instructional strategies has been employed as described in charter.

English/Language Arts instruction has been provided with appropriate instructional support including SDAIE instructional strategies.

Because Alma Fuerte has 1/3 English Learners, Alma Fuerte will spend a significant amount of time on EL focused professional development in advance of next school year.

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

Alma Fuerte's English Learners have made significant progress this year socially and academically, per our NWEA MAP testing. Therefore, we believe that the actions and services described above have been effective. However, because English Learners comprise 1/3 of our student population, we seek to increase EL focused professional development for our teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Lexia was purchased at the end of FY17-18 resulting in \$0 expenditures for this item in FY18-19.

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.

Although Alma Fuerte's English Learners have made gains in ELA achievement this year, staff is currently analyzing student data to determine if Lexia is a sufficient ELD program for our students or if students would benefit from an additional ELD program.

Goal 4

Alma Fuerte will provide multiple opportunities for parent/guardian involvement in school affairs and ensure parent/guardian involvement in decision-making.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Rosters; Committee agendas and 2018-19 meeting notes; Attendance records; Completed forms; Annual parent survey</p> <ul style="list-style-type: none">• Documented parent representation on the Title 1 Committee• Parent representation on the English Learner Advisory Committee• 75% completion rate of annual parent survey and 85% satisfaction rate among respondents• Documented Parent participation in LCAP development activities	<p>Documented parent representation on the Title 1 Committee</p> <p>English Learner Advisory Committee has 4 parent representatives.</p> <p>Annual parent survey was conducted at the end of last school year, and 100% of families who responded stated that they would recommend our school to a family or friend.</p> <p>Parents are participating in the development of this year's LCAP and parents have been informed of budget expenditures under LCAP for 2018-2019.</p>

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Recruit and select parent representatives to the governing board. Current office staff (Parent and Community Engagement Liaison to being in 2019-2020) to facilitate home/school communication, connect families with services and resources, help design schoolwide events, parent information nights, etc. Recruit and select parent representatives to the School Advisory Council (at least 3 parents). Recruit and select parent representatives to the Title 1 Committee. Recruit and select parent representatives to the English Learner Advisory Committee. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Parent representative are currently being recruited to serve on governing board.</p> <p>Parent and Community Engagement Liaison position is anticipated to be filled in 2020-2021. Currently, bilingual Associate Director of Operations adeptly facilitates home/school communication, connects families with services and resources, helps design schoolwide events, parent information nights, etc.</p> <p>4 parent representatives have been recruited and selected to serve on the School Advisory Council.</p> <p>Please see above - School Advisory Committee also functions as Title 1 Committee.</p> <p>English Learner Advisory Committee is comprised of 4 parent representatives.</p> <p>Parent involvement opportunities and meeting dates have been posted</p>	<p>\$12,740 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Office Manager \$2,548 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Office Manager</p>	<p>\$13,246 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Office Manager \$1,987 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Office Manager</p>

<ul style="list-style-type: none"> • Post opportunities and meeting dates on school website and provide access to school computers for parents. • Agendize reports from the above committees and annual survey at each regular board meeting. • Seek parental input for LCAP development and updates through the following: fall and spring meetings, classroom surveys, online annual survey. 	<p>on school website and are in parent e-mail messages; school computers may be accessed by parents upon request.</p> <p>Reports and notes from the above committees and annual survey will be presented at a regular board meeting.</p> <p>Parental input will be requested for this year's LCAP development and parents have been updated on LCAP activities through the School Advisory Committee meeting process.</p>		
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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.

Parent participation and representation have been critical to Alma Fuerte's launch and ongoing decision-making. Alma Fuerte's informal Coffee Collective serves as a monthly opportunity for parents to meet with school staff and hear updates and plan school wide events. 4 parents serve on the School Advisory Committee/Title I Committee, which meets to provide input and receive updates on Alma Fuerte's LCAP with notice to the school community. Notes from Committee meetings and our informal parent coffee meetings are circulated to parents periodically. 4 parents serve on the English Learner Advisory Committee. Alma Fuerte also has significant parent volunteer opportunities throughout the year, both schoolwide and classroom-based.

There are some actions and services which have not been implemented during this school year. To date, Alma Fuerte's governing board does not have parent representation, although recruiting is being conducted. Additionally, the Parent/Community Engagement Liaison position was not able to be filled due to budget reasons; however the Office Manager has excelled in fulfilling that role this year. Finally, school administration is aiming at being more consistent with sharing notes from parent meetings with families not in attendance.

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

Overall, Alma Fuerte has strong parent participation and involvement. Though not every action and service was completed this year, Alma Fuerte has created a strong infrastructure for parents to be involved and for their feedback to be heard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA - there are no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

The only anticipated change to our actions and services will be that the Parent and Community Engagement Liaison position will likely be filled during next LCAP term (2020-2021).

Goal 5

Students will use current CCSS aligned resources.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Invoices, PD events and attendance rosters, Lesson plans</p> <p>2018-19</p> <ul style="list-style-type: none">• All instructional materials will align to CCSS curriculum and instructional strategies.• All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 days during the school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS- aligned materials.	<ul style="list-style-type: none">• All instructional materials align to CCSS curriculum and instructional strategies.• All Alma Fuerte teachers participated in 2 weeks of PD before school begins and 2 days during the school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS- aligned materials.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Purchase CCSS aligned texts, resources, and materials. • Provide CCSS professional development opportunities. • Conduct formative, interim and summative CCSS aligned assessments. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$20,000 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks and other curriculum materials</p> <p>\$4,750 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Professional Development</p> <p>\$4,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p> <p>\$1,750 - LCFF - 4000-4999 Books and Supplies - Assessments</p> <p>\$318 - LCFF - 5000-5999 Services and Other Operating Expenses - NWEA Assessment Software</p>	<p>\$22,273 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks and other curriculum materials</p> <p>\$9,999 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Professional Development</p> <p>\$1,275 - LCFF - 4000-4999 Books and Supplies - Assessments</p> <p>\$317 - LCFF - 5000-5999 Services and Other Operating Expenses - NWEA Assessment Software</p>

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.

CCSS aligned texts, resources, and materials were purchased at the outset of this school year. All curriculum and materials are CCSS aligned.

Multiple CCSS professional development opportunities have been provided, including a PD session this summer on implementation of Readers' and Writer's Workshop aligned to CCSS.

Alma Fuerte administered the NWEA MAP test three times this year. Teachers and our Academic Director are examining our most recent results to assess student growth and areas for instructional improvement.

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

These actions and services have been effective in meeting the goal of students using CCSS aligned resources. When the MAP data is fully analyzed for this year, Alma Fuerte instructional staff will be able to determine where strengths and gaps exist in students' understanding of CCSS concepts. Last year, Alma Fuerte outperformed the national average on NWEA MAP tests. 68% of Alma Fuerte students met their projected growth in Math, and 64% of students met their projected growth in Reading. Nationally, between 50-60% of students typically meet or exceed their growth targets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA - there are no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

None anticipated.

Goal 6

Students will learn in clean and safe facilities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Completed daily, monthly semi-annual checklists; invoices; Board agendas and minutes	2018-19 Daily facilities inspections by Director of Operations will demonstrate that at least 90% of items are in compliance/good repair annually.	Daily facilities inspections by Co- Director, Operations have demonstrated that at least 90% of items are in compliance/good repair during the 2018-2019 school year.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Provide daily janitorial service. • Inspect facility according to daily, monthly, and annual facility checklists. • Conduct and document required maintenance and repairs. • Provide board updates on facilities issues at each regular board meeting. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Daily janitorial service has been provided throughout the 2018-2019 school year through a contracted provider.</p> <p>Facilities have been inspected according to daily, monthly, and annual facility checklists.</p> <p>Maintenance and repairs have been conducted and documented in partnership with PUSD.</p> <p>Board updates on facilities issues have been provided at regular board meetings, especially during the Prop. 39 facilities request and offer cycle.</p>	<p>\$5,995 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Director of Operations</p> <p>\$1,199 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Director of Operations</p>	<p>\$2,627 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Director of Operations</p> <p>\$394 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Director of Operations</p>

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.

All actions and services have been implemented:

Daily janitorial service has been provided throughout the 2018-2019 school year.

Facility has been inspected according to LACOE-issued facility checklists.

Maintenance and repairs have been conducted and documented with the cooperation of the school district.

Board updates on facilities issues have been provided at regular board meetings.

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

The actions and services have been effective in achieving this goal, as they have allowed Alma Fuerte operations staff to proactively identify and address facility issues and for our board to oversee the safety and adequacy of our facility.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to budget cuts, the salary of the Co-Director of Operations was reduced.

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.

None anticipated

Goal 7

Alma Fuerte will fully implement CCSS via a blended-learning, project-based learning model of instruction, employing CA CCSS-aligned curricula across all grades, both schoolwide and for each statistically significant subgroup.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities:

Annual Measurable Outcomes

Expected

**Invoices PD attendance rosters; 2018-19
Annual report to the board of
progress; CCSS- aligned
curriculum samples**

- Annually, 100 percent of the curriculum materials and instructional materials used in Alma Fuertes education program will support the delivery of a CCSS aligned education program.
- All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 days during the school year, with multiple sessions dedicated to professional development in implementing CCSS.

Actual

100 percent of the curriculum materials and instructional materials used in Alma Fuerte's education program have supported the delivery of a CCSS aligned education program during the 2018-2019 school year.

All Alma Fuerte teachers participated in 2 weeks of PD before school begins and 2 days during the school year as well as weekly common planning meetings and afternoon PD sessions, with multiple sessions dedicated to implementing CCSS and assessments.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Use project based learning, blended/targeted learning (Rotational model), and social emotional learning. • Provide CCSS professional development opportunities. • Conduct formative, interim and summative CCSS aligned assessments, including NWEA MAP testing. • Participate in state standardized testing. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Alma Fuerte has utilized blended/targeted learning (Rotational model), and social emotional learning throughout the school year, with project-based learning .</p> <p>Alma Fuerte has provided CCSS common planning opportunities during the 2018-2019 school year.</p> <p>Formative, interim and summative CCSS aligned assessments, including NWEA MAP testing, were administered during the 2018-2019 school year.</p> <p>Alma Fuerte participated in state standardized testing for the first time this year with our 3rd graders.</p>	<p>\$20,000 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks and other curriculum materials (repeated expenditure) \$15,875 - LCFF - 1000-1999 Certificated Salaries - Teacher Summer PD \$3,175 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher Summer PD \$4,762 - LCFF - 1000-1999 Certificated Salaries - 3 Days of Teacher PD \$952 - LCFF - 3000-3999 Employee Benefits - Benefits - 3 Days of Teacher PD</p>	<p>\$12,274 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks and other curriculum materials (repeated expenditure) \$13,747 - LCFF - 1000-1999 Certificated Salaries - Teacher PD \$2,601 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher PD \$13,747 - LCFF - 1000-1999 Certificated Salaries - Teacher PD (repeated expenditure) \$2,062 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher Pd (repeated expenditure)</p>

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.

The above actions/services were implemented this year as follows:

Alma Fuerte has utilized blended/targeted learning (Rotational model), and social emotional learning throughout the school year, with project-based learning .

Alma Fuerte has provided CCSS professional development opportunities during the 2018-2019 school year, including a PD session this summer on Reader's and Writer's Workshop implementation and alignment to CCSS.

NWEA MAP testing was administered three times during the 2018-2019 school. year.

Alma Fuerte participated in state standardized testing for the first this year with our 3rd graders.

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

Alma Fuerte has successfully implemented its blended learning program this year and provided social-emotional and project-based learning opportunities. We have also created systems for assessment and professional development, including roll-out of CAASPP testing and continued NWEA MAP testing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to budget cuts, PD days were reduced by 1.

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.

None anticipated.

Goal 8

EL students will gain academic content knowledge.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>EL student performance on statewide assessments; CELDT/ELPAC Assessments; Pre- and post- diagnostics (NWEA MAPs); In-class assessments (including online curriculum and assessments); Student work portfolios, including for EL students; Annual report cards</p> <p>2018-19</p> <ul style="list-style-type: none">• Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, including in all significant subgroups.• Students with attendance levels less than 95 percent will be provided with additional supports (e.g., counseling) to address attendance issues impacting learning.	<p>This outcome will be assessed when data on performance on CAASPP testing is available.</p> <p>Students with attendance levels less than 95 percent during this school year have been identified and several such students have been referred to additional supports including counseling, to address issues impacting learning.</p>

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies have been provided during the 2018-2019 school year.</p> <p>Annual EL focused professional development is being planned for the summer before the 2019-2020 school year. PD regarding ELPAC administration has been provided this school year.</p>	<p>\$18,000 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Academic Director \$3,600 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Academic Director</p>	<p>\$17,340 - LCFF - 1000-1999 Certificated Salaries - Partial Salary - Academic Director \$2,601 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Academic Director</p>

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.

This school year, English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies has been provided at all grade levels. The Alma Fuerte instructional team is planning EL focused professional development for the summer before the 2019-2020 school year. PD regarding ELPAC administration has been provided this school year.

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

Alma Fuerte's English Learners have seen gains both socially and academically this school year in ELA and other academic areas. However, because 1/3 of Alma Fuerte's students are English Learners, there is continued need for significant professional development in ELD strategies and supports. Additionally, we did not offer to our teachers as much professional development in EL strategies as we originally planned, so this is an area to prioritize for professional development this summer.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA - there are no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

None anticipated.

Goal 9

Students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

CAASPP; Interim NWEA MAP assessments at least twice per year, including specially designed assessment for grades TK-2, to track student growth in order to inform instruction and ensure that growth targets are on track to be met annually; Ongoing classroom based formal and informal assessment

2018-19

- 100 percent of special education students will meet the objectives of their IEPs, including in all significant subgroups.
- Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, including in all significant subgroups.
- Students with attendance levels less than 95 percent will be provided with additional supports to address attendance issues impacting learning, including in all significant subgroups
- Alma Fuerte, schoolwide and within each significant subgroup, will maintain a minimum of a medium status and green change LCFF rating.

100 percent of special education students are on track to meet the objectives of their IEPs, including in all significant subgroups.

This outcome will be assessed when CAASPP data becomes available regarding student performance generally and within subgroups.

Students with attendance levels less than 95 percent have been identified and several students have been referred to additional supports to address attendance issues impacting learning.

This outcome regarding LCFF ratings will be assessed when CAASPP data is available from our first testing administration.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Use research-based teaching methodologies. • Provide appropriate CCSS aligned instructional materials. • Implement a tiered intervention program. • Provide CAASPP test preparation. • Disaggregate test data to modify curriculum and instruction. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte uses research-based teaching methodologies.</p> <p>Alma Fuerte provides appropriate CCSS aligned instructional materials.</p> <p>Alma Fuerte implements a tiered intervention program.</p> <p>Alma Fuerte provided CAASPP test preparation during the 2018-2019 school year in advance of our first CAASPP administration.</p> <p>Alma Fuerte disaggregates test data to modify curriculum and instruction.</p>	<p>\$267,240 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers</p> <p>\$53,448 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers</p>	<p>\$206,200 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers</p> <p>\$30,930 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers</p>

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.

Alma Fuerte uses the following strategies targeted to ensure student growth toward proficiency:

research-based teaching methodologies.

providing appropriate CCSS aligned instructional materials.

implementing a tiered intervention program.

disaggregating test data to modify curriculum and instruction

Alma Fuerte provided CAASPP testing preparation in advance of our first CAASPP administration this school year.

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

Because Alma Fuerte does not have data from our CAASPP assessment yet, Alma Fuerte is not able to determine whether the CAASPP-related actions and services have been effective. This will be assessed when Alma Fuerte receives its first CAASPP results. Given the progress that our students with special needs have made on their IEPs and the interventions and supports that we offer our students with attendance issues, we believe that our actions and services have been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, fewer teachers were hired.

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.

None anticipated.

Goal 10

Alma Fuerte will meet or exceed AYP or comparable measure.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
AYP calculation or comparable measure	2018-19 N/A - no CAASPP results will be available yet.	N/A - no CAASPP results are available yet

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Use research-based teaching methodologies. • Provide appropriate CCSS aligned instructional materials. • Implement a tiered intervention program. • Provide CAASPP test preparation. • Disaggregate test data to modify curriculum and instruction. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte uses research-based teaching methodologies.</p> <p>Alma Fuerte provides appropriate CCSS aligned instructional materials.</p> <p>Alma Fuerte implements a tiered intervention program and refers students to our SST process.</p> <p>Alma Fuerte provided CAASPP test preparation this school year in advance of our first CAASPP administration.</p> <p>Alma Fuerte disaggregates test data to modify curriculum and instruction.</p>	<p>\$267,240 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure)</p> <p>\$53,448 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers (repeated expenditure)</p>	<p>\$206,200 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure)</p> <p>\$309,320 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers (repeated expenditure)</p>

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.

Alma Fuerte has implemented the following actions to meet this goal:

Alma Fuerte uses research-based teaching methodologies.

Alma Fuerte provides appropriate CCSS aligned instructional materials.

Alma Fuerte implements a tiered intervention program and refers students to our SST process.

Alma Fuerte is disaggregating test data to modify curriculum and instruction.

Alma Fuerte provided CAASPP test preparation this school year in advance of our first CAASPP administration.

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

Alma Fuerte is not able to gauge the effectiveness of these actions yet until CAASPP data is available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, teacher salaries were reduced.

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.

None anticipated.

Goal 11

Alma Fuerte will provide multiple structured opportunities for parent participation at school.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>School and classroom newsletters; Attendance records; Workshop materials</p> <p>2018-19</p> <ul style="list-style-type: none"> • Parents volunteer at school. • Parents receive regular communication via school newsletter, classroom newsletters, and as needed for individual responses to student needs. • Parents are trained in CCSS, entrepreneurship, standardized testing, governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by the Board. • Report to local governing board documenting parent input and participation 	<p>Parents volunteer regularly at school, with over half of parents having volunteered at schoolwide events, as chaperones, or helping with a classroom activity.</p> <p>Parents receive regular communication via school newsletter distributed on average weekly, regular classroom newsletters, and as needed for individual responses to student needs.</p> <p>Parents have been offered parent education workshops this school year in various areas, including parenting strategies, oral health for children, preparing your child for Kindergarten.</p> <p>Alma Fuerte staff regularly reports to the board regarding school wide events and parent participation.</p>

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Post volunteer opportunities list and schedule. • Current Office Staff (Parent and Community Engagement Liaison to begin in 2019-2020) to facilitate home/school communication, connect families with services and resources, help design schoolwide events, parent information nights, etc. • Communicate with parents weekly via school newsletter, classroom newsletters, and as needed for individual responses to students needs. • Conduct parent training sessions on: CCSS, entrepreneurship, standardized testing, volunteer opportunities in governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by the Board. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Volunteer opportunities list and schedule have been circulated to parents, as well as requirements for volunteering and information regarding fingerprinting and schoolwide policies.</p> <p>Parent and Community Engagement Liaison position will likely be filled in the 2020-2021 school year. This school year, our Associate Director of Operations has skillfully facilitated home/school communication, connected families with services and resources, designed schoolwide events, parent information nights, etc.</p> <p>Alma Fuerte communicates with parents weekly via school newsletter, classroom newsletters, and as needed for individual responses to students needs.</p> <p>Parents have been offered parent education workshops this school year in various areas, including parenting strategies, oral health, and preparing your child for Kindergarten.</p>	<p>\$12,740 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Office Manager (repeated expenditure) \$2,548 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Office Manager (repeated expenditure)</p>	<p>\$13,246 - LCFF - 2000-2999 Classified Salaries - Partial Salary - Office Manager (repeated expenditure) \$1,987 - LCFF - 3000-3999 Employee Benefits - Benefits - Partial Salary - Office Manager (repeated expenditure)</p>

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.

Alma Fuerte has implemented the following actions and services so far this school year:

Parent volunteer opportunities are regularly offered, with over half of parents having volunteered at schoolwide events, as field trip chaperones, or helping with a classroom activity.

Sending to families regular communication via school newsletters distributed on average weekly, regular classroom newsletters, and as needed for individual responses to student needs.

Parents have been offered parent education workshops this school year in various areas, including parenting strategies, oral health for children, preparing your child for Kindergarten.

Alma Fuerte staff regularly reports to the board regarding school wide events and parent participation.

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

Alma Fuerte has provided multiple opportunities for parent participation, both structured and informal, throughout the school year as described above.

Alma Fuerte had strong parent support provided in year-end survey results last year, with 100% of families stating that they would recommend our school to family and friends.

Schoolwide events this year included our Bingo Night, Holiday Concert, and Fall Festival, attended by over 75% of Alma Fuerte families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA - there are no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

None anticipated.

Goal 12

Students will be meaningfully engaged in their education, as evidenced by high average daily attendance and low chronic absenteeism rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Monthly, Quarterly, and Annual ADA reports; SARC; Alma Fuerte, school wide and within all significant subgroups, will demonstrate high LCFF status and green or blue change performance annually.</p> <p>2018-19</p> <ul style="list-style-type: none">• Annual average daily attendance will be at least 95 percent.• Less than one percent of students will be chronically absent from school.	<p>Annual average daily attendance has been 94.3% percent during the 2018-2019 school year.</p> <p>Alma Fuerte has had a low chronic absenteeism rate, below our 1% goal.</p>

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Conduct parent training on importance of attendance. • Implement attendance policies and procedures to identify absent students. • Immediately contact parents of absent students. • Meet with parents and high incident absent students to identify absence contributing factors. Address as appropriate. • Implement SST as appropriate. • Develop school/student/parent attendance agreement 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte has sent messages to families regarding the importance of daily attendance.</p> <p>Alma Fuerte launched a school wide "Attendance Heroes" initiative to reward students who arrive at school ready and on time throughout the week.</p> <p>Attendance rates increased approximately 1% since last school year.</p> <p>Alma Fuerte has implemented attendance policies and procedures to identify absent students and contact families whose children are absent.</p> <p>Alma Fuerte staff have met with parents and high incident absent students to identify and address absence contributing factors.</p> <p>Alma Fuerte has implemented SST as appropriate for chronically absent students.</p>		<p>\$5,298 - LCFF - 2000-2999 Classified Salaries - Office Manager - Partial Salary \$795 - LCFF - 3000-3999 Employee Benefits - Benefits - Office Manager - Partial Salary</p>

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.

Alma Fuerte has implemented many actions and services to maintain a high attendance rate, including:
sending messages to families regarding the importance of daily attendance.
launched a school wide "Attendance Heroes" initiative to reward students who arrive at school ready and on time throughout the week.
Attendance rates have increased 1% since last year.
implemented attendance policies and procedures to identify absent students and make daily contact with families whose children are absent.

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

Alma Fuerte is still striving to achieve a 95% attendance rate. The actions and services we initiated during this school year and last year, described above, increased our attendance rate from 93% last year to 94.3% this year. We will continue our actions and services next school year and we believe that as our students grow and increase their feelings of school connectedness and belonging, our attendance rates will improve.
Alma Fuerte's use of the SST process and frequent parent communication are efforts to keep our chronic absentee rate low. However, because our 95% attendance goal this year has not been met, there is still room for growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The office manager spent time on these activities.

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.

None anticipated

Goal 13

Achieve high satisfaction on surveys regarding safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SARC; California Healthy Kids Survey; Parent surveys	2018-19 Alma Fuerte will report a high status and green or blue change LCFF rating. 85% satisfaction rate on parent survey on safety and connectedness-related responses.	Alma Fuerte plans to report a high status and green or blue change LCFF rating when this rating is available. Alma Fuerte will administer California Healthy Kids Survey beginning in 5th grade, the youngest grade the survey is available for. 100% of parents surveyed indicated that they would recommend Alma Fuerte to a family member or friend.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Parent involvement, participation, and input activities described above • Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter. • Implement SST as appropriate. • Provide translation services as needed to foster family involvement and connectedness • Co-Directors and teachers will use restorative justice practices. • Survey design for parents and students to include safety, climate and connectedness measures 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent involvement, participation, and input activities described above have been offered.</p> <p>Teachers implement classroom management in accordance with the Social-Emotional Learning component described in the charter.</p> <p>SST has been implemented as appropriate.</p> <p>Translation services are provided as needed to foster family involvement and connectedness</p> <p>Co-Directors and teachers use restorative justice practices inside and outside the classroom.</p> <p>Survey design for parents and students includes safety, climate and connectedness measures.</p>	<p>\$15,075 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries - SST Process Management (repeated expenditure) \$3,015 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher Salaries - SST Process Management (repeated expenditure)</p>	<p>\$52,017 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries - SST Process Management (repeated expenditure) \$6,184 - LCFF - 3000-3999 Employee Benefits - Benefits - Teacher Salaries - SST Process Management (repeated expenditure)</p>

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.

Alma Fuerte has employed the following actions and services this school year to promote school connectedness:

Parent involvement, participation, and input activities described in this Annual Update have been offered.

Teachers implement classroom management in accordance with the Social-Emotional Learning component described in the charter.

SST has been implemented as appropriate.

Translation services are provided as needed to foster family involvement and connectedness

Co-Directors and teachers use restorative justice practices inside and outside the classroom.

Survey design for parents and students includes safety, climate and connectedness measures.

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

Due to the unanimous satisfaction rate in our parent survey, we believe that our actions and services have been highly effective. LCFF ratings and the Healthy Kids Survey are not yet available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers spent more of their time on SST process management than previously anticipated.

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.

None anticipated.

Goal 14

Students have access to an education program that maximizes their learning opportunities with multiple entry points that meet current levels of knowledge and skill.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected

Lesson plans; SST Meeting notes, 2018-19 including documentation of intervention strategies; Student records; Professional development records; Parent meetings; IEPs; Resource activities

Students have access to a comprehensive education program that meets the learning levels of all students at all grades in each subject. As appropriate, students participate in supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students) and students with special needs

Actual

Students have access to a comprehensive education program that meets the learning levels of all students at all grades in each subject. As appropriate, students participate in supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students) and students with special needs.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Provide a comprehensive education program to meet the learning levels of students at all grades in each subject. • Provide supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students.) 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>A comprehensive education program is being provided to meet the learning levels of students at all grades in each subject.</p> <p>Supplemental services such as referral to counseling, the SST process, frequent parent meetings, connections to community resources, and more, are tailored to the needs of unduplicated count students, primarily socioeconomically disadvantaged students.</p>	<p>\$267,240 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure) \$53,448 - LCFF - 3000-3999 Employee Benefits - Benefits - Salaries - Teachers (repeated expenditure)</p>	<p>\$206,200 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure) \$30,390 - LCFF - 3000-3999 Employee Benefits - Benefits - Salaries - Teachers (repeated expenditure)</p>

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.

Alma Fuerte has utilized the following actions and services to provide a student-centered educational experience that meets students at their level with multiple methods to access learning opportunities:

A comprehensive education program is being provided to meet the learning levels of students at all grades in each subject.

Supplemental services such as referral to counseling, the SST process, frequent parent meetings, connections to community resources, and more,

are tailored to the needs of unduplicated count students, primarily socioeconomically disadvantaged students.

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

Alma Fuerte offers a personalized learning approach where student access learning through small group lessons from teachers, hands-on lessons and projects, online learning programs that advance according to students' levels, and more. We believe that these actions and services are effective in meeting student needs and promoting student growth, based on teacher assessments, data from our online learning programs, and other measurements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, fewer teachers were hired.

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.

None anticipated.

Goal 15

Students will achieve grade level proficiency in ELA.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected

**CAASPP test results; NWEA MAPs; 2018-19
Achieve 3000; Lexia; Readers and
Writers Workshop assessments;
assessments administered
through educational technology
programs; pre and post unit
testing; Student written work;
Student attendance records;
Intervention activities to address
attendance**

- All students school wide and by subgroup will progress one grade/skill level each academic year.
- All students, school wide and within each significant subgroup, will maintain at least LCFF high status and green or blue change rating for ELA performance indicator.

Actual

When CAASPP data is available, all students school wide and by subgroup will progress one grade/skill level each academic year.

When CAASPP data is available, all students, school wide and within each significant subgroup, will maintain at least LCFF high status and green or blue change rating for ELA performance indicator.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> All students will participate in Readers Workshop, Writers Workshop, Lexia and Achieve 3000, an ELA blended learning technology-based program, 5 days per week. Implement instructional strategies; Reading & Writing workshops: small group work, one-to-one conferring, reading intervention, speaking skills development, narrative and response to literature. Provide time for teacher collaboration to support student learning goals. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All students participate in Readers Workshop, Writers Workshop, Lexia and Achieve 3000, an ELA blended learning technology-based program, 5 days per week.</p> <p>Alma Fuerte has implemented instructional strategies; Reading & Writing workshops: small group work, one-to-one conferring, reading intervention, speaking skills development, narrative and response to literature.</p> <p>Alma Fuerte provides time for teacher collaboration on a weekly basis to support student learning goals.</p>	<p>\$3,750 - Other Federal Funds - 4000-4999 Books and Supplies - Lexia & Achieve 3000</p> <p>\$5,760 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salaries - Instructional Aide</p> <p>\$1,152 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits - Instructional Aide</p>	<p>\$4,481 - Other Federal Funds - 4000-4999 Books and Supplies - Achieve 3000</p> <p>\$4,550 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salaries - Instructional Aide</p> <p>\$683 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits - Instructional Adie</p>

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.

The following actions and services have been implemented this school year:

All students participate in Readers Workshop, Writers Workshop, Lexia and Achieve 3000, an ELA blended learning technology-based program, 5 days per week.

Alma Fuerte has implemented instructional strategies; Reading & Writing workshops: small group work, one-to-one conferring, reading intervention, speaking skills development, narrative and response to literature.

Alma Fuerte provides time for teacher collaboration on a weekly basis to support student learning goals.

Alma Fuerte did not provide after school tutoring during this school year as anticipated, but is considering offering it on-site through a partnership with Boys and Girls' Club next year.

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

Alma Fuerte will be able to fully analyze the effectiveness of this goal when the CAASPP data for this school year is made available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA - there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

As stated above, Alma Fuerte did not provide after school tutoring during this school year as anticipated, but is considering offering it on-site through a partnership with Boys and Girls' Club next year.

Goal 16

Students will achieve grade level proficiency in Math.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>CAASPP test results; Curricular benchmark assessments; NWEA MAPs; Singapore Math and educational technology program (e.g., ST Math) assessments; Student work/portfolios; Student attendance records; Documented Intervention activities to address attendance issues.</p> <p>2018-19</p> <ul style="list-style-type: none">• All students school wide and by subgroup will progress one grade/skill level each academic year.• Alma Fuerte, school wide and within each significant subgroup will maintain at least LCFF high status and green or blue change rating for mathematics performance indicator.	<p>When CAASPP data is available, all students school wide and by subgroup will progress one grade/skill level each academic year.</p> <p>When CAASPP data is available, Alma Fuerte, school wide and within each significant subgroup will maintain at least LCFF high status and green or blue change rating for mathematics performance indicator.</p>

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Provide Singapore Math instruction and ST Math, a blended learning technology- based Math program, 5 days per week. • Implement focused instructional strategies: small group work, one- to-one assistance, peer tutorial support, after-school tutorial. • Provide time for teacher collaboration to support student learning goals. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte provides Singapore and Eureka Math instruction and ST Math, a blended learning technology- based Math program, 5 days per week. Alma Fuerte has implemented focused instructional strategies: small group work, one- to-one assistance, and peer tutorial support.</p> <p>Alma Fuerte provides weekly time for teacher collaboration to support student learning goals.</p>	<p>\$4,000 - Other Federal Funds - 4000-4999 Books and Supplies - MIND Institute \$5,016 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salaries - Instructional Aide \$1,003 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits - Instructional Aide</p>	<p>\$8,232 - Other Federal Funds - 4000-4999 Books and Supplies - MIND Institute & Eureka Math \$5,492 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Salaries - Instructional Aide \$824 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits - Instructional Aide</p>

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.

Alma Fuerte has implemented the following actions and services this school year:

Alma Fuerte provides Singapore and Eureka Math instruction and ST Math, a blended learning technology- based Math program, 5 days per week.

Alma Fuerte has implemented focused instructional strategies: small group work, one- to-one assistance, and peer tutorial support.

Alma Fuerte provides weekly time for teacher collaboration to support student learning goals.

Alma Fuerte did not provide after school tutoring this school year; however, we are considering providing it through an on-site partnership with Boys and Girls Club next year.

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

Alma Fuerte will be able to fully analyze the effectiveness of this goal when the CAASPP data is made available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AFPS also invested in Eureka Math curriculum.

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 stated above, Alma Fuerte did not provide after school tutoring during this school year as anticipated, but is considering doing so next school year.

Goal 17

Students will demonstrate grade level proficiency in Social Sciences.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Pre and post unit testing; Projects; Essay exams; Teacher evaluation; Student attendance records; Intervention activities to address attendance	2018-19 All students school wide and by subgroup will progress one grade/skill level each academic year.	Teachers are currently making their final analyses to determine whether all students school wide and by subgroup have progressed one grade/skill level this year.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Provide direct instruction in American history, world history, government, geography and economics using the CA History-Social Science Content Standards and Social Studies Alive! (TK-5) program. • Explore non-fiction and historical fiction texts. • Provide Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte provides direct instruction in American history, world history, government, geography and economics using the CA History-Social Science Content Standards and HMH Social Studies curriculum.</p> <p>Alma Fuerte students explores nonfiction and historical fiction texts.</p> <p>Alma Fuerte provides Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects.</p>	<p>\$20,000 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks and other curriculum materials (repeated expenditure) \$267,240 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure) \$53,448 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers (repeated expenditure)</p>	<p>\$12,274 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks and other curriculum materials (repeated expenditure) \$206,200 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure) \$30,390 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers (repeated expenditure)</p>

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.

Alma Fuerte implemented the following actions and services to achieve this goal:

Alma Fuerte provides direct instruction in American history, world history, government, geography and economics using the CA History-Social Science Content Standards and HMH Social Studies curriculum.

Alma Fuerte students explores non-fiction and historical fiction texts.

Alma Fuerte provides Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects.

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

Alma Fuerte's engaging approach offers student multiple ways to access Social Studies content and concepts. These actions and services have been effective in providing standards-based Social Studies instruction using a variety of methods: textbooks; non-fiction and historical fiction texts, online research, project-based learning, and more.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, fewer teachers were hired.

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.

None anticipated.

Goal 18

Students will achieve grade level proficiency in Science.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Pre and post unit testing; Projects; Essay exams; Teacher evaluation; Student attendance records; Intervention activities to address attendance	2018-19 All students school wide and by subgroup will progress one grade/skill level each academic year.	Teachers are currently making their final analyses to determine whether all students school wide and by subgroup have progressed one grade/skill level this year.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Use inquiry-based strategies to support student understanding of science concepts. • Use CA NGSS to guide instruction. • Use FOSS kits, scientific experiments and research • Create hands-on projects during which students gather and analyze data. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte uses inquiry-based strategies to support student understanding of science concepts.</p> <p>Alma Fuerte uses CA NGSS to guide instruction.</p> <p>Alma Fuerte uses FOSS kits, scientific experiments and research Alma Fuerte students have created hands-on projects during which students gather and analyze data.</p>	<p>\$15,000 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks - Foss Kits</p>	<p>\$4,137 - Other Federal Funds - 4000-4999 Books and Supplies - Textbooks - Foss Kits</p>

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.

This school year, Alma Fuerte has implemented the following actions and services:

Alma Fuerte uses inquiry-based strategies to support student understanding of science concepts.

Alma Fuerte uses CA NGSS to guide instruction.

Alma Fuerte uses FOSS kits, scientific experiments and research

Alma Fuerte students have created hands-on projects during which students gather and analyze data.

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

Alma Fuerte's engaging approach offers student multiple ways to access Science content and concepts. These actions and services have been effective in providing NGSS-aligned instruction using a variety of methods: FOSS kits and scientific experiments; online research, project-based learning opportunities, and more.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, Foss Kit expenses were lower.

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.

None anticipated.

Goal 19

All students will be exposed to and appreciate visual and performing arts.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Lessons plans; Student portfolios	2018-19 All students at every grade level will participate in visual and performing arts activities weekly.	All students at every grade level participate in visual arts activities every other week.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Use standards-based instruction to expose students to the arts and facilitate an appreciate and awareness of visual and performing arts • Provide arts instruction twice weekly • Use Project-based learning to facilitate experiential, hands-on instruction 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Alma Fuerte uses standards-based instruction to expose students to the arts and facilitate an appreciation and awareness of visual arts.</p> <p>Alma Fuerte provides arts instruction on average once every other week.</p> <p>Alma Fuerte is developing Project-based learning to facilitate experiential, hands-on instruction.</p>	<p>\$267,240 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure) \$53,448 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers (repeated expenditure) \$7,750 - LCFF - 5000-5999 Services and Other Operating Expenses - Arts Program - Consultant</p>	<p>\$206,200 - LCFF - 1000-1999 Certificated Salaries - Salaries - Teachers (repeated expenditure) \$30,930 - LCFF - 3000-3999 Employee Benefits - Benefits - Teachers (repeated expenditure) \$3,168 - LCFF - 5000-5999 Services and Other Operating Expenses - Arts Program - Consultant</p>

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.

Alma Fuerte has implemented the following actions and services this school year:

Alma Fuerte uses standards-based instruction to expose students to the arts and facilitate an appreciate and awareness of visual arts.

Alma Fuerte provides arts instruction on average once every other week.

Alma Fuerte is developing Project-based learning to facilitate experiential, hands-on instruction.

Alma Fuerte still has the goal of providing performing arts opportunities. We anticipate that this will be offered during the term of this LCAP in the 2019-2020 school year.

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

Student participation in art class and student art projects offer rich evidence of students' engagement in our arts program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lower enrollment, fewer teachers were hired. Due to budget cuts, the contract for outside arts instruction was reduced.

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 stated above, Alma Fuerte still has the goal of providing performing arts opportunities. We anticipate that this will be offered during the term of this LCAP in the 2019-2020 school year.

Goal 20

All students at Alma Fuerte will develop and practice healthy habits.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Lesson Plans	2018-19 Students are exposed to healthy eating and exercise habits weekly.	Students are exposed to healthy eating and exercise habits weekly through PE and the activities and procedures set forth in our wellness policy.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Use curriculum aligned to the California Content Standards for Physical Education • Provide P.E. instruction multiple times per week • Provide standards-aligned instruction with focus on movement skills and knowledge, self-image and personal and human development, and social development 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Alma Fuerte uses curriculum aligned to the California Content Standards for Physical Education.</p> <p>Alma Fuerte provide P.E. instruction two times per week.</p> <p>Alma Fuerte provides standards-aligned instruction with focus on movement skills and knowledge, self-image and personal and human development, and social development.</p>	<p>\$13,680 - LCFF - 1000-1999 Certificated Salaries - Salaries - P.E. Enrichment Teacher \$2,736 - LCFF - 3000-3999 Employee Benefits - Benefits - P.E. Enrichment Teacher</p>	<p>\$15,894 - LCFF - 1000-1999 Certificated Salaries - Salaries - P.E. Enrichment Teacher \$2,384 - LCFF - 3000-3999 Employee Benefits - Benefits - P.E. Enrichment Teacher</p>

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.

Alma Fuerte has implemented the following actions and services this school year:

Alma Fuerte uses curriculum aligned to the California Content Standards for Physical Education.

Alma Fuerte provide P.E. instruction two times per week.

Alma Fuerte provides standards-aligned instruction with focus on movement skills and knowledge, self-image and personal and human development and social development.

Adoption of a Wellness Policy which promotes healthy choice-making by students, such as having a candy-free school environment.

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

Alma Fuerte's PE and health-related actions and services have been effective this school in helping students develop healthy eating and exercise habits.

Alma Fuerte will provide additional appropriate health instruction as students grow.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA - there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

None anticipated.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Alma Fuerte works to fulfill its mission with a rigorous academic model supported by an engaged community.

Feedback from current parents and the Board of Directors was used to guide the budgeting process and the LCAP creation, including focus areas of the LCAP such as parent engagement, communications, and school safety.

The results for the staff, faculty and parent surveys were used to help define focus areas for improvement.

Alma Fuerte utilizes a diverse model to include stakeholder feedback going forward. This includes a school-wide council - the School Advisory Council - that is comprised of parents, staff and faculty members. The School Advisory Council is engaged in supporting the creation of the LCAP and related goals, along with providing input on the school's overall budget and budget priorities. The School Advisory Council works with the Co-Directors to provide direction to meet the needs of the school and the school community.

Additionally, the Co-Directors have regular meeting (coffee, parent education nights, and general meetings) with parents at all grade levels to continuously seek feedback and recommendations on how to improve our programs and levels of engagement.

Finally, year-end general parent meetings are held as needed to discuss upcoming organizational priorities, instructional goals and budgetary priorities, challenges and opportunities.

Annually, Alma Fuerte has commissioned surveys of staff, faculty and parents to support the school community and to provide data and support for the creation of the LCAP. Results of the survey will be shared with parents and school leadership to help identify areas of weakness as well as promising practices that can be expanded. The surveys are accessible both electronically and paper-based.

Additionally, Alma Fuerte used the following quantitative data for goal setting and development during the LCAP drafting process:

- Attendance rate
- Suspension Rate
- Matriculation Rates
- Instructional materials use rate
- English Learner reclassification rate and English Learner student achievement data
- Parent and Staff Surveys
- NWEA MAP and other assessment results

Impact on LCAP and Annual Update

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

These consultations helped to ensure that Alma Fuerte remains focused in its LCAP not just on our academic program, but other factors such as facility safety and adequacy, health and wellness offerings, student culture and social-emotional learning, and making improvements to our arts programs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Modified Goal

Goal 1

Students will be respectful of the school culture, as evidenced by low suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Identified Need:

Alma Fuerte will maintain a positive school climate and culture and utilize positive behavior interventions where possible.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC	N/A	<ul style="list-style-type: none"> • Less than one percent of students will be suspended. • Less than one percent of students will be expelled. 	<ul style="list-style-type: none"> • Less than one percent of students will be suspended. • Less than one percent of students will be expelled. 	<ul style="list-style-type: none"> • Less than one percent of students will be suspended. • Less than one percent of students will be expelled.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Modified Action
<ul style="list-style-type: none"> Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter. Implement SST as appropriate. Co-Directors and teachers will use restorative justice practices. 	<ul style="list-style-type: none"> Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter. Implement SST as appropriate. Co-Directors and teachers will use restorative justice practices. 	<ul style="list-style-type: none"> Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter. Implement SST as appropriate. School Director and teachers will use restorative justice practices.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$15,075	\$50,150
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Teacher Salaries - SST Process Management	1000-1999 Certificated Salaries; Teacher Salaries - partial
Amount	\$0	\$3,015	\$10,030
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Teacher Salaries - SST Process Management	3000-3999 Employee Benefits
Amount	\$0	\$4,500	\$0
Source		LCFF	

Budget Reference		1000-1999 Certificated Salaries; Partial Salary - Academic Director	
Amount	\$0	\$900	\$0
Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Academic Director	

Unchanged Goal

Goal 2

Students will receive instruction from highly qualified and appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Identified Need:

- To ensure an effective opening and strong educational program, all classroom teachers must be highly qualified and to hold all necessary credentials for the course or courses they teach.
- All stakeholders expect that all faculty and support staff will have the appropriate credentials and certifications necessary for their position.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credential verification records, Degree verification	N/A	<p>Teachers will meet their requirements by:</p> <p>a. Compliance with NCLB and Authorizer required requirements for credentialing and certification</p> <p>b. All teachers teaching in their credentialed subject area</p> <p>c. Annual review of teacher credentials and other certifications</p> <p>d. 100% compliance with</p>	<p>Teachers will meet their requirements by:</p> <p>a. Compliance with NCLB and Authorizer required requirements for credentialing and certification</p> <p>b. All teachers teaching in their credentialed subject area</p> <p>c. Annual review of teacher credentials and other certifications</p> <p>d. 100% compliance with</p>	<p>Teachers will meet their requirements by:</p> <p>a. Compliance with NCLB and Authorizer required requirements for credentialing and certification</p> <p>b. All teachers teaching in their credentialed subject area</p> <p>c. Annual review of teacher credentials and other certifications</p> <p>d. 100% compliance with</p>

		Authorizer/NCLB review criteria	Authorizer/NCLB review criteria	Authorizer/NCLB review criteria
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

- Recruit highly qualified teachers.
- Provide professional development and training.
- Conduct annual evaluations that identify student performance as the most important evaluation criteria.
- Verify that all core subject teachers hold valid CA Teaching Credential with

2018-19

Select from New Action, Modified Action, or Unchanged Action:

- Recruit highly qualified teachers.
- Provide professional development and training.
- Conduct annual evaluations that identify student performance as the most important evaluation criteria.
- Verify that all core subject teachers hold valid CA Teaching Credential with

2019-20

Select from New Action, Modified Action, or Unchanged Action:

- Recruit highly qualified teachers.
- Provide professional development and training.
- Conduct annual evaluations that identify student performance as the most important evaluation criteria.
- Verify that all core subject teachers hold valid CA Teaching Credential with

appropriate English learner authorization.

appropriate English learner authorization.

appropriate English learner authorization.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,689	\$5,250
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Partial Salary - Director of Operations	1000-1999 Certificated Salaries; School Director Salary - partial
Amount	\$0	\$614	\$1,050
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Director of Operations	3000-3999 Employee Benefits

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

Unchanged Goal

Goal 3

EL students will become English language fluent.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards
Local Priorities:

Identified Need:

EL students must attain English fluency and make annual progress toward English fluency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC	N/A	All EL students will progress at least one English language level each year, including in all significant subgroups.	All EL students will progress at least one English language level each year, including in all significant subgroups.	All EL students will progress at least one English language level each year, including in all significant subgroups.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

- Administer home language survey.
- Administer ELPAC as appropriate.
- Purchase ELD curriculum.
- Use SDAIE and ELD instructional strategies as described in charter.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

- Administer home language survey.
- Administer ELPAC as appropriate.
- Purchase ELD curriculum.
- Use SDAIE and ELD instructional strategies as described in charter.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

- Administer home language survey.
- Administer ELPAC as appropriate.
- Purchase ELD curriculum.
- Use SDAIE and ELD instructional strategies as described in charter.

<ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. 	<ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. 	<ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$1,500 (repeat expenditure)	\$3,120
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies; Lexia System	4000-4999 Books and Supplies; Lexia
Amount	\$0	\$18,000 (repeat expenditure)	\$24,075
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Partial Salary - Academic Director	1000-1999 Certificated Salaries; School Director, Teacher partial salary
Amount	\$0	\$3,600 (repeat expenditure)	\$4,815
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Academic Director	3000-3999 Employee Benefits
Amount	\$0	\$5,610	\$0
Source		LCFF	
Budget Reference		1000-1999 Certificated Salaries; Partial Salary - Teachers	
Amount	\$0	\$1,122	\$0

Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Teachers	

Unchanged Goal

Goal 4

Alma Fuerte will provide multiple opportunities for parent/guardian involvement in school affairs and ensure parent/guardian involvement in decision-making.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Identified Need:

Establish robust parent involvement channels to support a positive school climate & learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rosters; Committee agendas and meeting notes; Attendance records; Completed forms; Annual parent survey	N/A	<ul style="list-style-type: none"> • Documented parent representation on the Title 1 Committee • Parent representation on the English Learner Advisory Committee • 75% completion rate of annual parent survey and 85% satisfaction rate among respondents • Documented Parent participation in LCAP development 	<ul style="list-style-type: none"> • Documented parent representation on the Title 1 Committee • Parent representation on the English Learner Advisory Committee • 75% completion rate of annual parent survey and 85% satisfaction rate among respondents • Documented Parent participation in LCAP development 	<ul style="list-style-type: none"> • Documented parent representation on the Title 1 Committee • Parent representation on the English Learner Advisory Committee • 75% completion rate of annual parent survey and 85% satisfaction rate among respondents • Documented Parent participation in LCAP development

activities

activities

activities

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Parent and Community Engagement Liaison to facilitate home/school communication, connect families with services and resources, help design schoolwide events, parent information nights, etc.
- Recruit and select parent representatives to the School Advisory

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Recruit and select parent representatives to the governing board.
- Current office staff (Parent and Community Engagement Liaison to being in 2019-2020) to facilitate home/school communication, connect families with services and resources, help design schoolwide

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Parent and Community Engagement Liaison to facilitate home/school communication, connect families with services and resources, help design schoolwide events, parent information nights, etc.
- Recruit and select parent representatives to the School Advisory

<p>Council (at least 3 parents).</p> <ul style="list-style-type: none"> Recruit and select parent representatives to the Title 1 Committee. Recruit and select parent representatives to the English Learner Advisory Committee. Post opportunities and meeting dates on school website and provide access to school computers for parents. Agendize reports from the above committees and annual survey at each regular board meeting. Seek parental input for LCAP development and updates through the following: fall and spring meetings, classroom surveys, online annual survey. 	<p>events, parent information nights, etc.</p> <ul style="list-style-type: none"> Recruit and select parent representatives to the School Advisory Council (at least 3 parents). Recruit and select parent representatives to the Title 1 Committee. Recruit and select parent representatives to the English Learner Advisory Committee. Post opportunities and meeting dates on school website and provide access to school computers for parents. Agendize reports from the above committees and annual survey at each regular board meeting. Seek parental input for LCAP development and updates through the following: fall and spring meetings, classroom surveys, online annual survey. 	<p>Council (at least 3 parents).</p> <ul style="list-style-type: none"> Recruit and select parent representatives to the Title 1 Committee. Recruit and select parent representatives to the English Learner Advisory Committee. Post opportunities and meeting dates on school website and provide access to school computers for parents. Agendize reports from the above committees and annual survey at each regular board meeting. Seek parental input for LCAP development and updates through the following: fall and spring meetings, classroom surveys, online annual survey.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$12,740	\$18,750
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Partial Salary - Office Manager	2000-2999 Classified Salaries; Office Manager - Partial Salary
Amount	\$0	\$2,548	\$3,750
Source		LCFF	LCFF

Budget
Reference

3000-3999 Employee Benefits;
Benefits - Partial Salary - Office Manager

3000-3999 Employee Benefits

Unchanged Goal

Goal 5

Students will use current CCSS aligned resources.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Identified Need:

Need 1: All Students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), will have access to latest available academic content and performance standards and CA CCSS-aligned textbooks and support materials necessary to participate fully in all courses as outlined in our charter petition.

Need 2: Fully implement the State content and performance standards, including the CA CCSS in ELA and Math so that all students, including English Learners and socioeconomically disadvantaged students, will receive comprehensive, rigorous, inquiry-based instruction.

Need 3: Increase availability of Common Core-aligned textbooks and support materials for all courses. Ensure that students have access to a broad range of courses, including enrichment classes in Art, Music, and Language.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Invoices, PD events and attendance rosters, Lesson plans	N/A	<ul style="list-style-type: none"> All instructional materials will align to CCSS curriculum and instructional strategies. All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 days during the 	<ul style="list-style-type: none"> All instructional materials will align to CCSS curriculum and instructional strategies. All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 days during the 	<ul style="list-style-type: none"> All instructional materials will align to CCSS curriculum and instructional strategies. All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 days during the

school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS- aligned materials.

school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS- aligned materials.

school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS- aligned materials.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Purchase CCSS aligned texts, resources, and materials.
- Provide CCSS professional development opportunities.
- Conduct formative, interim and summative CCSS aligned assessments.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Purchase CCSS aligned texts, resources, and materials.
- Provide CCSS professional development opportunities.
- Conduct formative, interim and summative CCSS aligned assessments.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Purchase CCSS aligned texts, resources, and materials.
- Provide CCSS professional development opportunities.
- Conduct formative, interim and summative CCSS aligned assessments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000	\$0
Source		Other Federal Funds	
Budget Reference		4000-4999 Books and Supplies; Textbooks and other curriculum materials	
Amount	\$0	\$4,750	\$0
Source		Other Federal Funds	
Budget Reference		5000-5999 Services and Other Operating Expenses; Professional Development	
Amount	\$0	\$4,000	\$0
Source		LCFF	
Budget Reference		5000-5999 Services and Other Operating Expenses; Professional Development	
Amount	\$0	\$1,750	\$1,750
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; Assessments	4000-4999 Books and Supplies; NWEA
Amount	\$0	\$318	\$0
Source		LCFF	
Budget Reference		5000-5999 Services and Other Operating Expenses; NWEA Assessment Software	

Unchanged Goal

Goal 6

Students will learn in clean and safe facilities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Identified Need:

Alma Fuerte must have access to and maintain an adequate and safe facility in order to facilitate a positive and nurturing learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Completed daily, monthly semi-annual checklists; invoices; Board agendas and minutes	N/A	Daily facilities inspections by Director of Operations will demonstrate that at least 90% of items are in compliance/good repair annually.	Daily facilities inspections by Director of Operations will demonstrate that at least 90% of items are in compliance/good repair annually.	Daily facilities inspections by Director of Operations will demonstrate that at least 90% of items are in compliance/good repair annually.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide daily janitorial service.
- Inspect facility according to daily, monthly, and annual facility checklists.
- Conduct and document required maintenance and repairs.
- Provide board updates on facilities issues at each regular board meeting.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide daily janitorial service.
- Inspect facility according to daily, monthly, and annual facility checklists.
- Conduct and document required maintenance and repairs.
- Provide board updates on facilities issues at each regular board meeting.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide daily janitorial service.
- Inspect facility according to daily, monthly, and annual facility checklists.
- Conduct and document required maintenance and repairs.
- Provide board updates on facilities issues at each regular board meeting.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$5,995	\$0
Source		LCFF	
Budget Reference		2000-2999 Classified Salaries; Partial Salary - Director of Operations	
Amount	\$0	\$1,199	\$0
Source		LCFF	
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Director of Operations	
Amount	\$0	\$0	\$14,460
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Janitorial Services

Unchanged Goal

Goal 7

Alma Fuerte will fully implement CCSS via a blended-learning, project-based learning model of instruction, employing CA CCSS-aligned curricula across all grades, both schoolwide and for each statistically significant subgroup.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities:

Identified Need:

Full implementation of the State content and performance standards, including the CA CCSS in ELA and Math so that all students, including English Learners and socioeconomically disadvantaged students, will receive a comprehensive, rigorous, inquiry-based education.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Invoices PD attendance rosters; Annual report to the board of progress; CCSS- aligned curriculum samples	N/A	<ul style="list-style-type: none"> Annually, 100 percent of the curriculum materials and instructional materials used in Alma Fuertes education program will support the delivery of a CCSS aligned education program. All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 	<ul style="list-style-type: none"> Annually, 100 percent of the curriculum materials and instructional materials used in Alma Fuertes education program will support the delivery of a CCSS aligned education program. All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3 	<ul style="list-style-type: none"> Annually, 100 percent of the curriculum materials and instructional materials used in Alma Fuertes education program will support the delivery of a CCSS aligned education program. All Alma Fuerte teachers will participate in 2 weeks of PD before school begins and 3

days during the school year, with multiple sessions dedicated to professional development in implementing CCSS.

days during the school year, with multiple sessions dedicated to professional development in implementing CCSS.

days during the school year, with multiple sessions dedicated to professional development in implementing CCSS.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

- Use project based learning, blended/targeted learning (Rotational model), and social emotional learning.
- Provide CCSS professional development opportunities.
- Conduct formative, interim and summative CCSS aligned assessments,

2018-19

Select from New Action, Modified Action, or Unchanged Action:

- Use project based learning, blended/targeted learning (Rotational model), and social emotional learning.
- Provide CCSS professional development opportunities.
- Conduct formative, interim and summative CCSS aligned assessments,

2019-20

Select from New Action, Modified Action, or Unchanged Action:

- Use project based learning, blended/targeted learning (Rotational model), and social emotional learning.
- Provide CCSS professional development opportunities.
- Conduct formative, interim and summative CCSS aligned assessments,

including NWEA MAP testing.

- Participate in state standardized testing.

including NWEA MAP testing.

- Participate in state standardized testing.

including NWEA MAP testing.

- Participate in state standardized testing.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000 (repeat expenditure)	\$5,500
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies; Textbooks and other curriculum materials	4000-4999 Books and Supplies; Curriculum purchases (not including expense in 17-1)
Amount	\$0	\$4,762	\$6,733
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; 3 Days of Teacher PD	1000-1999 Certificated Salaries; 5 PD Days
Amount	\$0	\$952	\$1,347
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - 3 Days of Teacher PD	3000-3999 Employee Benefits

Unchanged Goal

Goal 8

EL students will gain academic content knowledge.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities:

Identified Need:

English Learners will advance at least one ELD level on the English Language Proficiency for California (ELPAC) assessment each year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL student performance on statewide assessments; CELDT/ELPAC Assessments; Pre- and post- diagnostics (NWEA MAPs); In-class assessments (including online curriculum and assessments); Student work portfolios, including for EL students; Annual report cards	N/A	<ul style="list-style-type: none"> Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, including in all significant subgroups. Students with attendance levels less than 95 percent will be provided with additional supports 	<ul style="list-style-type: none"> Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, including in all significant subgroups. Students with attendance levels less than 95 percent will be provided with additional supports 	<ul style="list-style-type: none"> Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, including in all significant subgroups. Students with attendance levels less than 95 percent will be provided with additional supports

(e.g., counseling) to address attendance issues impacting learning.

(e.g., counseling) to address attendance issues impacting learning.

(e.g., counseling) to address attendance issues impacting learning.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

(Select from All Schools, Specific Schools, and/or 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

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies.
- Provide annual EL focused professional development.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies.
- Provide annual EL focused professional development.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies.
- Provide annual EL focused professional development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$18,000	\$21,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Partial Salary - Academic Director	1000-1999 Certificated Salaries; School Director - Partial Salary
Amount	\$0	\$3,600	\$4,200
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Academic Director	3000-3999 Employee Benefits

Unchanged Goal

Goal 9

Students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Identified Need:

Schoolwide proficiency rate will be maintained or increased as set by the State on the CAASPP Statewide assessment in the areas of English Language Arts and Mathematics with special focus on narrowing gaps in achievement for numerically significant subgroups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP; Interim NWEA MAP assessments at least twice per year, including specially designed assessment for grades TK-2, to track student growth in order to inform instruction and ensure that growth targets are on track to be met annually; Ongoing classroom based formal and informal assessment	N/A	<ul style="list-style-type: none"> • 100 percent of special education students will meet the objectives of their IEPs, including in all significant subgroups. • Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, 	<ul style="list-style-type: none"> • 100 percent of special education students will meet the objectives of their IEPs, including in all significant subgroups. • Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level, 	<ul style="list-style-type: none"> • 100 percent of special education students will meet the objectives of their IEPs, including in all significant subgroups. • Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level,

		<p>including in all significant subgroups.</p> <ul style="list-style-type: none"> • Students with attendance levels less than 95 percent will be provided with additional supports to address attendance issues impacting learning, including in all significant subgroups • Alma Fuerte, schoolwide and within each significant subgroup, will maintain a minimum of a medium status and green change LCFF rating. 	<p>including in all significant subgroups.</p> <ul style="list-style-type: none"> • Students with attendance levels less than 95 percent will be provided with additional supports to address attendance issues impacting learning, including in all significant subgroups • Alma Fuerte, schoolwide and within each significant subgroup, will maintain a minimum of a medium status and green change LCFF rating. 	<p>including in all significant subgroups.</p> <ul style="list-style-type: none"> • Students with attendance levels less than 95 percent will be provided with additional supports to address attendance issues impacting learning, including in all significant subgroups • Alma Fuerte, schoolwide and within each significant subgroup, will maintain a minimum of a medium status and green change LCFF rating.
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use research-based teaching methodologies.
- Provide appropriate CCSS aligned instructional materials.
- Implement a tiered intervention program.
- Provide CAASPP test preparation.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use research-based teaching methodologies.
- Provide appropriate CCSS aligned instructional materials.
- Implement a tiered intervention program.
- Provide CAASPP test preparation.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use research-based teaching methodologies.
- Provide appropriate CCSS aligned instructional materials.
- Implement a tiered intervention program.
- Provide CAASPP test preparation.

- Disaggregate test data to modify curriculum and instruction.

- Disaggregate test data to modify curriculum and instruction.

- Disaggregate test data to modify curriculum and instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$267,240	\$244,017
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Salaries - Teachers	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$53,448	\$48,803
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Teachers	3000-3999 Employee Benefits

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

Unchanged Goal

Goal 10

Alma Fuerte will meet or exceed AYP or comparable measure.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Identified Need:

Schoolwide proficiency rate will be maintained or increased as set by the State on the CAASPP Statewide assessment in the areas of English Language Arts and Mathematics with special focus on narrowing gaps in achievement for numerically significant subgroups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AYP calculation or comparable measure	N/A	N/A - no CAASPP results will be available yet.	N/A - no CAASPP results will be available yet.	Annual state and federal measures established under CAASPP assessments and ESSA will meet or exceed the established growth target according to metrics to be established by the state/federal government.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use research-based teaching methodologies.
- Provide appropriate CCSS aligned instructional materials.
- Implement a tiered intervention program.
- Provide CAASPP test preparation.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use research-based teaching methodologies.
- Provide appropriate CCSS aligned instructional materials.
- Implement a tiered intervention program.
- Provide CAASPP test preparation.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use research-based teaching methodologies.
- Provide appropriate CCSS aligned instructional materials.
- Implement a tiered intervention program.
- Provide CAASPP test preparation.

- Disaggregate test data to modify curriculum and instruction.

- Disaggregate test data to modify curriculum and instruction.

- Disaggregate test data to modify curriculum and instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$267,240 (repeat expenditure)	\$250,750 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Salaries - Teachers	1000-1999 Certificated Salaries; Salaries - Teachers
Amount	\$0	\$53,448 (repeat expenditure)	\$50,150 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Teachers	3000-3999 Employee Benefits

Unchanged Goal

Goal 11

Alma Fuerte will provide multiple structured opportunities for parent participation at school.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities:

Identified Need:

Establish strong and authentic parent participation to support a positive school climate & learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School and classroom newsletters; Attendance records; Workshop materials	N/A	<ul style="list-style-type: none"> • Parents volunteer at school. • Parents receive regular communication via school newsletter, classroom newsletters, and as needed for individual responses to student needs. • Parents are trained in CCSS, entrepreneurship, standardized testing, governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by 	<ul style="list-style-type: none"> • Parents volunteer at school. • Parents receive regular communication via school newsletter, classroom newsletters, and as needed for individual responses to student needs. • Parents are trained in CCSS, entrepreneurship, standardized testing, governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by 	<ul style="list-style-type: none"> • Parents volunteer at school. • Parents receive regular communication via school newsletter, classroom newsletters, and as needed for individual responses to student needs. • Parents are trained in CCSS, entrepreneurship, standardized testing, governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by

		<p>the Board.</p> <ul style="list-style-type: none">• Report to local governing board documenting parent input and participation	<p>the Board.</p> <ul style="list-style-type: none">• Report to local governing board documenting parent input and participation	<p>the Board.</p> <ul style="list-style-type: none">• Report to local governing board documenting parent input and participation
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Post volunteer opportunities list and schedule.
- Parent and Community Engagement Liaison to facilitate home/school communication, connect families with services and resources, help design schoolwide events, parent

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Post volunteer opportunities list and schedule.
- Current Office Staff (Parent and Community Engagement Liaison to begin in 2019-2020) to facilitate home/school communication, connect families with services and resources, help design schoolwide

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Post volunteer opportunities list and schedule.
- Director of Operations to facilitate home/school communication, connect families with services and resources, help design schoolwide events, parent information nights, etc.

<p>information nights, etc.</p> <ul style="list-style-type: none"> • Communicate with parents weekly via school newsletter, classroom newsletters, and as needed for individual responses to students needs. • Conduct parent training sessions on: CCSS, entrepreneurship, standardized testing, volunteer opportunities in governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by the Board. 	<p>events, parent information nights, etc.</p> <ul style="list-style-type: none"> • Communicate with parents weekly via school newsletter, classroom newsletters, and as needed for individual responses to students needs. • Conduct parent training sessions on: CCSS, entrepreneurship, standardized testing, volunteer opportunities in governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by the Board. 	<ul style="list-style-type: none"> • Communicate with parents weekly via school newsletter, classroom newsletters, and as needed for individual responses to students needs. • Conduct parent training sessions on: CCSS, entrepreneurship, standardized testing, volunteer opportunities in governance and program support, homework assistance, and other topics as determined by the parent advisory council and approved by the Board.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$12,740 (repeat expenditure)	\$18,750
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Partial Salary - Office Manager	2000-2999 Classified Salaries; Office Manager - partial salary
Amount	\$0	\$2,548 (repeat expenditure)	\$3,750
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Partial Salary - Office Manager	3000-3999 Employee Benefits

Modified Goal

Goal 12

Students will be meaningfully engaged in their education, as evidenced by high average daily attendance and low chronic absenteeism rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities:

Identified Need:

Alma Fuerte will maintain a high annual ADA rate and limit chronic absenteeism.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly, Quarterly, and Annual ADA reports; SARC; Alma Fuerte, school wide and within all significant subgroups, will demonstrate high LCFF status and green or blue change performance annually.	N/A	<ul style="list-style-type: none"> Annual average daily attendance will be at least 95 percent. Less than one percent of students will be chronically absent from school. 	<ul style="list-style-type: none"> Annual average daily attendance will be at least 95 percent. Less than one percent of students will be chronically absent from school. 	<ul style="list-style-type: none"> Annual average daily attendance will be at least 95 percent. Less than one percent of students will be chronically absent from school.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Conduct parent training on importance of attendance.
- Implement attendance policies and procedures to identify absent students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Conduct parent training on importance of attendance.
- Implement attendance policies and procedures to identify absent students.
- Immediately contact parents of absent students.
- Meet with parents and high incident absent students to identify absence

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Conduct parent training on importance of attendance.
- Implement attendance policies and procedures to identify absent students.
- Immediately contact parents of absent students.
- Meet with parents and high incident absent students to identify absence

	<p>contributing factors. Address as appropriate.</p> <ul style="list-style-type: none">• Implement SST as appropriate.• Develop school/student/parent attendance agreement	<p>contributing factors. Address as appropriate.</p> <ul style="list-style-type: none">• Implement SST as appropriate.• Develop school/student/parent attendance agreement
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Unchanged Goal

Goal 13

Achieve high satisfaction on surveys regarding safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Identified Need:

Alma Fuerte will maintain a high level of safety and school connectedness through parent involvement, interventions described in our charter petition, restorative justice practices, and other approaches.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC; California Healthy Kids Survey; Parent surveys	N/A	Alma Fuerte will report a high status and green or blue change LCFF rating. An annual school climate survey, California Healthy Kids Survey will identify that at least 85% of students have favorable perceptions regarding its school safety and connectedness. 85% satisfaction rate on parent survey on safety and connectedness-related responses.	Alma Fuerte will report a high status and green or blue change LCFF rating. 85% satisfaction rate on parent survey on safety and connectedness-related responses.	Alma Fuerte will report a high status and green or blue change LCFF rating. 85% satisfaction rate on parent survey on safety and connectedness-related responses.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Parent involvement, participation, and input activities described above
- Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter.
- Implement SST as appropriate.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Parent involvement, participation, and input activities described above
- Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter.
- Implement SST as appropriate.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Parent involvement, participation, and input activities described above
- Teachers will implement classroom management in accordance with the Social-Emotional Learning component described in the charter.
- Implement SST as appropriate.

<ul style="list-style-type: none"> • Provide translation services as needed to foster family involvement and connectedness • Co-Directors and teachers will use restorative justice practices. • Survey design for parents and students to include safety, climate and connectedness measures 	<ul style="list-style-type: none"> • Provide translation services as needed to foster family involvement and connectedness • Co-Directors and teachers will use restorative justice practices. • Survey design for parents and students to include safety, climate and connectedness measures 	<ul style="list-style-type: none"> • Provide translation services as needed to foster family involvement and connectedness • School Director and teachers will use restorative justice practices. • Survey design for parents and students to include safety, climate and connectedness measures
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$15,075 (repeat expenditure)	\$50,150 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Teacher Salaries - SST Process Management	1000-1999 Certificated Salaries; Teacher Salaries - partial
Amount	\$0	\$3,015 (repeat expenditure)	\$10,030 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Teacher Salaries - SST Process Management	3000-3999 Employee Benefits

Unchanged Goal

Goal 14

Students have access to an education program that maximizes their learning opportunities with multiple entry points that meet current levels of knowledge and skill.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities:

Identified Need:

Ensure that students have access to a broad range of courses, including English, Math, science, social studies, and enrichment classes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lesson plans; SST Meeting notes, including documentation of intervention strategies; Student records; Professional development records; Parent meetings; IEPs; Resource activities	N/A	Students have access to a comprehensive education program that meets the learning levels of all students at all grades in each subject. As appropriate, students participate in supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students) and students with special needs	Students have access to a comprehensive education program that meets the learning levels of all students at all grades in each subject. As appropriate, students participate in supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students) and students with special needs	Students have access to a comprehensive education program that meets the learning levels of all students at all grades in each subject. As appropriate, students participate in supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students) and students with special needs

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<ul style="list-style-type: none"> • Provide a comprehensive education program to meet the learning levels of students at all grades in each subject. • Provide supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students.) 	<ul style="list-style-type: none"> • Provide a comprehensive education program to meet the learning levels of students at all grades in each subject. • Provide supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students.) 	<ul style="list-style-type: none"> • Provide a comprehensive education program to meet the learning levels of students at all grades in each subject. • Provide supplemental services tailored to the needs of unduplicated count students (anticipated to be primarily socioeconomically disadvantaged students.)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$267,240 (repeat expenditure)	\$250,750 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Salaries - Teachers	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$53,448 (repeat expenditure)	\$50,150 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Salaries - Teachers	3000-3999 Employee Benefits

Unchanged Goal

Goal 15

Students will achieve grade level proficiency in ELA.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities:

Identified Need:

Students at Alma Fuerte will be expected to achieve grade level proficiency in ELA.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP test results; NWEA MAPs; Achieve 3000; Lexia; Readers and Writers Workshop assessments; assessments administered through educational technology programs; pre and post unit testing; Student written work; Student attendance records; Intervention activities to address attendance	N/A	<ul style="list-style-type: none"> All students school wide and by subgroup will progress one grade/skill level each academic year. All students, school wide and within each significant subgroup, will maintain at least LCFF high status and green or blue change rating for ELA performance indicator. 	<ul style="list-style-type: none"> All students school wide and by subgroup will progress one grade/skill level each academic year. All students, school wide and within each significant subgroup, will maintain at least LCFF high status and green or blue change rating for ELA performance indicator. 	<ul style="list-style-type: none"> All students school wide and by subgroup will progress one grade/skill level each academic year. All students, school wide and within each significant subgroup, will maintain at least LCFF high status and green or blue change rating for ELA performance indicator.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- All students will participate in Readers Workshop, Writers Workshop, Lexia and Achieve 3000, an ELA blended learning technology-based program, 5 days per week.
- Implement instructional strategies; Reading & Writing workshops: small group work, one-to-one conferring,

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- All students will participate in Readers Workshop, Writers Workshop, Lexia and Achieve 3000, an ELA blended learning technology-based program, 5 days per week.
- Implement instructional strategies; Reading & Writing workshops: small group work, one-to-one conferring,

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- All students will participate in Readers Workshop, Writers Workshop, Lexia and Achieve 3000, an ELA blended learning technology-based program, 5 days per week.
- Implement instructional strategies; Reading & Writing workshops: small group work, one-to-one conferring,

<p>reading intervention, speaking skills development, narrative and response to literature.</p> <ul style="list-style-type: none"> • Provide time for teacher collaboration to support student learning goals. • Provide after school tutoring three times per week. 	<p>reading intervention, speaking skills development, narrative and response to literature.</p> <ul style="list-style-type: none"> • Provide time for teacher collaboration to support student learning goals. 	<p>reading intervention, speaking skills development, narrative and response to literature.</p> <ul style="list-style-type: none"> • Provide time for teacher collaboration to support student learning goals.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$3,750	\$8,120
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies; Lexia & Achieve 3000	4000-4999 Books and Supplies; Lexia & Achieve 3000
Amount	\$0	\$5,760	\$4,290
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		2000-2999 Classified Salaries; Salaries - Instructional Aide	2000-2999 Classified Salaries; Instructional Aide - partial salary
Amount	\$0	\$1,152	\$858
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits; Benefits - Instructional Aide	3000-3999 Employee Benefits

Unchanged Goal

Goal 16

Students will achieve grade level proficiency in Math.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities:

Identified Need:

Students at Alma Fuerte will be expected to attain grade level proficiency in Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP test results; Curricular benchmark assessments; NWEA MAPs; Singapore Math and educational technology program (e.g., ST Math) assessments; Student work/portfolios; Student attendance records; Documented Intervention activities to address attendance issues.	N/A	<ul style="list-style-type: none"> All students school wide and by subgroup will progress one grade/skill level each academic year. Alma Fuerte, school wide and within each significant subgroup will maintain at least LCFF high status and green or blue change rating for mathematics performance indicator. 	<ul style="list-style-type: none"> All students school wide and by subgroup will progress one grade/skill level each academic year. Alma Fuerte, school wide and within each significant subgroup will maintain at least LCFF high status and green or blue change rating for mathematics performance indicator. 	<ul style="list-style-type: none"> All students school wide and by subgroup will progress one grade/skill level each academic year. Alma Fuerte, school wide and within each significant subgroup will maintain at least LCFF high status and green or blue change rating for mathematics performance indicator.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide Singapore Math instruction and ST Math, a blended learning technology-based Math program, 5 days per week.
- Implement focused instructional strategies: small group work, one- to-one assistance, peer tutorial support, after-school tutorial.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Provide Singapore Math instruction and ST Math, a blended learning technology-based Math program, 5 days per week.
- Implement focused instructional strategies: small group work, one- to-one assistance, peer tutorial support, after-school tutorial.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

- Provide Singapore Math instruction and ST Math, a blended learning technology-based Math program, 5 days per week.
- Implement focused instructional strategies: small group work, one- to-one assistance, peer tutorial support, after-school tutorial.

- Provide time for teacher collaboration to support student learning goals.
- Provide after school tutoring three times per week.

- Provide time for teacher collaboration to support student learning goals.

- Provide time for teacher collaboration to support student learning goals.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$4,000	\$4,318
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies; MIND Institute	4000-4999 Books and Supplies; Mind Research Institute Math Program
Amount	\$0	\$5,016	\$4,290
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		2000-2999 Classified Salaries; Salaries - Instructional Aide	2000-2999 Classified Salaries; Instructional Aide - partial salary
Amount	\$0	\$1,003	\$858
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits; Benefits - Instructional Aide	3000-3999 Employee Benefits

Unchanged Goal

Goal 17

Students will demonstrate grade level proficiency in Social Sciences.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities:

Identified Need:

Students at Alma Fuerte will be expected to attain grade level proficiency in Social Sciences.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pre and post unit testing; Projects; Essay exams; Teacher evaluation; Student attendance records; Intervention activities to address attendance	N/A	All students school wide and by subgroup will progress one grade/skill level each academic year.	All students school wide and by subgroup will progress one grade/skill level each academic year.	All students school wide and by subgroup will progress one grade/skill level each academic year.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide direct instruction in American history, world history, government, geography and economics using the CA History- Social Science Content Standards and Social Studies Alive! (TK-5) program.
- Explore non-fiction and historical fiction texts.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide direct instruction in American history, world history, government, geography and economics using the CA History- Social Science Content Standards and Social Studies Alive! (TK-5) program.
- Explore non-fiction and historical fiction texts.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Provide direct instruction in American history, world history, government, geography and economics using the CA History- Social Science Content Standards and Social Studies Alive! (TK-5) program.
- Explore non-fiction and historical fiction texts.

- Provide Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects.

- Provide Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects.

- Provide Rotational Model instructional strategies for student research projects and presentations, computer-based research and media, and hands-on projects.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000 (repeat expenditure)	\$1,500
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies; Textbooks and other curriculum materials	4000-4999 Books and Supplies; Social Studies curriculum
Amount	\$0	\$267,240 (repeat expenditure)	\$250,750 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Salaries - Teachers	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$53,448 (repeat expenditure)	\$50,150 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Teachers	3000-3999 Employee Benefits

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

Unchanged Goal

Goal 18

Students will achieve grade level proficiency in Science.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities:

Identified Need:

Students at Alma Fuerte will be expected to attain grade level proficiency in Science.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pre and post unit testing; Projects; Essay exams; Teacher evaluation; Student attendance records; Intervention activities to address attendance	N/A	All students school wide and by subgroup will progress one grade/skill level each academic year.	All students school wide and by subgroup will progress one grade/skill level each academic year.	All students school wide and by subgroup will progress one grade/skill level each academic year.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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

Location(s):

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

All Schools

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use inquiry-based strategies to support student understanding of science concepts.
- Use CA NGSS to guide instruction.
- Use FOSS kits, scientific experiments and research

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use inquiry-based strategies to support student understanding of science concepts.
- Use CA NGSS to guide instruction.
- Use FOSS kits, scientific experiments and research

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

- Use inquiry-based strategies to support student understanding of science concepts.
- Use CA NGSS to guide instruction.
- Use FOSS kits, scientific experiments and research

- Create hands-on projects during which students gather and analyze data.

- Create hands-on projects during which students gather and analyze data.

- Create hands-on projects during which students gather and analyze data.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$15,000	\$250,750 (repeat expenditure)
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies; Textbooks - Foss Kits	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$0	\$50,150 (repeat expenditure)
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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

Unchanged Goal

Goal 19

All students will be exposed to and appreciate visual and performing arts.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities:

Identified Need:

Students will be exposed to the visual and performing arts at all grade levels.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lessons plans; Student portfolios	N/A	All students at every grade level will participate in visual and performing arts activities weekly.	All students at every grade level will participate in visual and performing arts activities weekly.	All students at every grade level will participate in visual and performing arts activities weekly.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

- Use standards-based instruction to expose students to the arts and facilitate an appreciate and awareness of visual and performing arts
- Provide arts instruction twice weekly
- Use Project-based learning to facilitate experiential, hands-on instruction

2018-19

Select from New Action, Modified Action, or Unchanged Action:

- Use standards-based instruction to expose students to the arts and facilitate an appreciate and awareness of visual and performing arts
- Provide arts instruction twice weekly
- Use Project-based learning to facilitate experiential, hands-on instruction

2019-20

Select from New Action, Modified Action, or Unchanged Action:

- Use standards-based instruction to expose students to the arts and facilitate an appreciate and awareness of visual and performing arts
- Provide arts instruction twice weekly
- Use Project-based learning to facilitate experiential, hands-on instruction

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$267,240 (repeat expenditure)	\$250,750 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Salaries - Teachers	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$0	\$53,448 (repeat expenditure)	\$50,150 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - Teachers	3000-3999 Employee Benefits

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

Unchanged Goal

Goal 20

All students at Alma Fuerte will develop and practice healthy habits.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities:

Identified Need:

Students will develop and maintain habits that support health and wellness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lesson Plans	N/A	Students are exposed to healthy eating and exercise habits weekly.	Students are exposed to healthy eating and exercise habits weekly.	Students are exposed to healthy eating and exercise habits weekly.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

Location(s):

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

- Use curriculum aligned to the California Content Standards for Physical Education
- Provide P.E. instruction multiple times per week
- Provide standards-aligned instruction with focus on movement skills and

2018-19

Select from New Action, Modified Action, or Unchanged Action:

- Use curriculum aligned to the California Content Standards for Physical Education
- Provide P.E. instruction multiple times per week
- Provide standards-aligned instruction with focus on movement skills and

2019-20

Select from New Action, Modified Action, or Unchanged Action:

- Use curriculum aligned to the California Content Standards for Physical Education
- Provide P.E. instruction multiple times per week
- Provide standards-aligned instruction with focus on movement skills and

knowledge, self-image and personal and human development, and social development

knowledge, self-image and personal and human development, and social development

knowledge, self-image and personal and human development, and social development

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$13,680	\$26,750
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Salaries - P.E. Enrichment Teacher	1000-1999 Certificated Salaries; Enrichment Teacher - partial salary
Amount	\$0	\$2,736	\$5,350
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Benefits - P.E. Enrichment Teacher	3000-3999 Employee Benefits; Enrichment Teacher - partial benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$136,345

17.21%

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](#)).

Alma Fuerte Public School brings the surrounding community together to provide an exceptional public education to a socio- economically, racially, and culturally diverse student population.

We believe the following will increase and improve services for our Unduplicated Pupils:

- Establishing strong designated and integrated English Language Development programs for English Learners, with an established ELD curriculum, robust EL-focused professional development and utilization of SDAIE strategies at all grade levels.
- Bilingual office staff have a special focus on meeting the needs of families, especially families of unduplicated students, connecting them with resources and parent involvement and engagement opportunities.
- Supports to include coordinating community referrals, connecting students and their families to services and resources, providing translation services for families of English Learners, and more.
- Use of adaptive online learning programs for English instruction, including ELD instruction for English Learners.
- Tiered Intervention and Student Success Team (SST) for students requiring additional supports. Alma Fuerte anticipates that many unduplicated students, including English Learners, will benefit from our tiered intervention supports.
- Counseling support will be available, which will likely be of benefit to many unduplicated students.

These services are principally directed to and designed to be effective in meeting the student achievement, parent involvement and input, student engagement goals described in this LCAP.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$127,101

13.37%

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](#)).

Alma Fuerte Public School brings the surrounding community together to provide an exceptional public education to a socio- economically, racially, and culturally diverse student population.

We believe the following will increase and improve services for our Unduplicated Pupils:

- Establishing strong designated and integrated English Language Development programs for English Learners, with an established ELD curriculum, robust EL-focused professional development and utilization of SDAIE strategies at all grade levels.
- Bilingual office staff have a special focus on meeting the needs of families, especially families of unduplicated students, connecting them with resources and parent involvement and engagement opportunities.
- Supports to include coordinating community referrals, connecting students and their families to services and resources, providing translation services for families of English Learners, and more.
- Use of adaptive online learning programs for English instruction, including ELD instruction for English Learners.
- Tiered Intervention and Student Success Team (SST) for students requiring additional supports. Alma Fuerte anticipates that many unduplicated students, including English Learners, will benefit from our tiered intervention supports.
- Counseling support will be available, which will likely be of benefit to many unduplicated students.

These services are principally directed to and designed to be effective in meeting the student achievement, parent involvement and input, student engagement goals described in this LCAP.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$514,724	\$452,948	\$547,634
1000-1999 Certificated Salaries	344,742	314,987	377,975
2000-2999 Classified Salaries	33,200	32,965	46,080
3000-3999 Employee Benefits	75,464	51,114	84,811
4000-4999 Books and Supplies	44,500	40,398	24,308
5000-5999 Services and Other Operating Expenses	16,818	13,484	14,460

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$514,724	\$452,948	\$547,634
Federal Revenues - Title I	12,931	11,549	10,296
Other Federal Funds	47,500	49,122	0
LCFF Base/Not Contributing to Increased or Improved Services	320,688	261,501	329,258
LCFF S & C/Contributing to Increased or Improved Services	133,605	130,776	208,080

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$514,724	\$452,948	\$547,634
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to	267,240	222,094	244,017

		Increased or Improved Services		
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	77,502	92,893	133,958
2000-2999 Classified Salaries	Federal Revenues - Title I	10,776	10,042	8,580
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	5,298	18,750
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	22,424	17,625	18,750
3000-3999 Employee Benefits	Federal Revenues - Title I	2,155	1,507	1,716
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	53,448	34,109	52,553
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	19,861	15,498	30,542
4000-4999 Books and Supplies	Other Federal Funds	42,750	39,123	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	0	13,938
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	1,750	1,275	10,370
5000-5999 Services and Other Operating Expenses	Other Federal Funds	4,750	9,999	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	12,068	3,485	14,460

Expenditures by Goal and Funding Source

Funding Source

2019

Students will be respectful of the school culture, as evidenced by low suspension and expulsion rates.

All Funding Sources	\$60,180
LCFF S & C/Contributing to Increased or Improved Services	60,180

Students will receive instruction from highly qualified and appropriately assigned teachers.

All Funding Sources	\$6,300
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LCFF S & C/Contributing to Increased or Improved Services	6,300
EL students will become English language fluent.	
All Funding Sources	\$32,010
LCFF S & C/Contributing to Increased or Improved Services	32,010
Alma Fuerte will provide multiple opportunities for parent/guardian involvement in school affairs and ensure parent/guardian involvement in decision-making.	
All Funding Sources	\$22,500
LCFF S & C/Contributing to Increased or Improved Services	22,500
Students will use current CCSS aligned resources.	
All Funding Sources	\$1,750
Other Federal Funds	0
LCFF S & C/Contributing to Increased or Improved Services	1,750
Students will learn in clean and safe facilities.	
All Funding Sources	\$14,460
LCFF S & C/Contributing to Increased or Improved Services	14,460
Alma Fuerte will fully implement CCSS via a blended-learning, project-based learning model of instruction, employing CA CCSS-aligned curricula across all grades, both schoolwide and for each statistically significant subgroup.	
All Funding Sources	\$13,580
LCFF S & C/Contributing to Increased or Improved Services	13,580
EL students will gain academic content knowledge.	
All Funding Sources	\$25,200
LCFF S & C/Contributing to Increased or Improved Services	25,200
Students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.	
All Funding Sources	\$292,820
LCFF Base/Not Contributing to Increased or Improved Services	292,820

Alma Fuerte will meet or exceed AYP or comparable measure.

All Funding Sources	\$0
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Alma Fuerte will provide multiple structured opportunities for parent participation at school.

All Funding Sources	\$22,500
LCFF Base/Not Contributing to Increased or Improved Services	22,500

Achieve high satisfaction on surveys regarding safety and school connectedness.

All Funding Sources	\$0
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Students have access to an education program that maximizes their learning opportunities with multiple entry points that meet current levels of knowledge and skill.

All Funding Sources	\$0
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Students will achieve grade level proficiency in ELA.

All Funding Sources	\$13,268
Federal Revenues - Title I	5,148
Other Federal Funds	0
LCFF Base/Not Contributing to Increased or Improved Services	8,120

Students will achieve grade level proficiency in Math.

All Funding Sources	\$9,466
Federal Revenues - Title I	5,148
Other Federal Funds	0
LCFF Base/Not Contributing to Increased or Improved Services	4,318

Students will demonstrate grade level proficiency in Social Sciences.

All Funding Sources	\$1,500
LCFF Base/Not Contributing to Increased or Improved Services	1,500

Students will achieve grade level proficiency in Science.

All Funding Sources	\$0
Other Federal Funds	0
All students will be exposed to and appreciate visual and performing arts.	
All Funding Sources	\$0
All students at Alma Fuerte will develop and practice healthy habits.	
All Funding Sources	\$32,100
LCFF S & C/Contributing to Increased or Improved Services	32,100

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
Students will be respectful of the school culture, as evidenced by low suspension and expulsion rates.		
All Funding Sources	\$23,490	\$66,488
LCFF S & C/Contributing to Increased or Improved Services	23,490	66,488
Students will receive instruction from highly qualified and appropriately assigned teachers.		
All Funding Sources	\$4,303	\$2,015
LCFF S & C/Contributing to Increased or Improved Services	4,303	2,015
EL students will become English language fluent.		
All Funding Sources	\$6,732	\$2,970
LCFF S & C/Contributing to Increased or Improved Services	6,732	2,970
Alma Fuerte will provide multiple opportunities for parent/guardian involvement in school affairs and ensure parent/guardian involvement in decision-making.		
All Funding Sources	\$15,288	\$15,233
LCFF S & C/Contributing to Increased or Improved Services	15,288	15,233

Students will use current CCSS aligned resources.

All Funding Sources	\$30,818	\$33,864
Other Federal Funds	24,750	32,272
LCFF S & C/Contributing to Increased or Improved Services	6,068	1,592

Students will learn in clean and safe facilities.

All Funding Sources	\$7,194	\$3,021
LCFF S & C/Contributing to Increased or Improved Services	7,194	3,021

Alma Fuerte will fully implement CCSS via a blended-learning, project-based learning model of instruction, employing CA CCSS-aligned curricula across all grades, both schoolwide and for each statistically significant subgroup.

All Funding Sources	\$24,764	\$16,348
LCFF S & C/Contributing to Increased or Improved Services	24,764	16,348

EL students will gain academic content knowledge.

All Funding Sources	\$21,600	\$19,941
LCFF S & C/Contributing to Increased or Improved Services	21,600	19,941

Students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

All Funding Sources	\$320,688	\$237,130
LCFF Base/Not Contributing to Increased or Improved Services	320,688	237,130

Alma Fuerte will meet or exceed AYP or comparable measure.

All Funding Sources	\$0	\$0
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Alma Fuerte will provide multiple structured opportunities for parent participation at school.

All Funding Sources	\$0	\$0
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Students will be meaningfully engaged in their education, as evidenced by high average daily attendance and low chronic absenteeism rate.

All Funding Sources	\$0	\$6,093
LCFF Base/Not Contributing to Increased or Improved Services	0	6,093

Achieve high satisfaction on surveys regarding safety and school connectedness.

All Funding Sources	\$0	\$0
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Students have access to an education program that maximizes their learning opportunities with multiple entry points that meet current levels of knowledge and skill.

All Funding Sources	\$0	\$0
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Students will achieve grade level proficiency in ELA.

All Funding Sources	\$10,662	\$9,714
Federal Revenues - Title I	6,912	5,233
Other Federal Funds	3,750	4,481

Students will achieve grade level proficiency in Math.

All Funding Sources	\$10,019	\$14,548
Federal Revenues - Title I	6,019	6,316
Other Federal Funds	4,000	8,232

Students will demonstrate grade level proficiency in Social Sciences.

All Funding Sources	\$0	\$0
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Students will achieve grade level proficiency in Science.

All Funding Sources	\$15,000	\$4,137
Other Federal Funds	15,000	4,137

All students will be exposed to and appreciate visual and performing arts.

All Funding Sources	\$7,750	\$3,168
LCFF S & C/Contributing to Increased or Improved Services	7,750	3,168

All students at Alma Fuerte will develop and practice healthy habits.

All Funding Sources	\$16,416	\$18,278
LCFF Base/Not Contributing to Increased or Improved Services	0	18,278

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