

LEA Name	Los Altos Elementary School District		
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## 2017-20 Plan Summary

### THE STORY



Los Altos School District (LASD) began an Educational Blueprint process in 2010, bringing together teachers, administrators, staff, parents, and community members to discuss long-range goals and strategic objectives for the school district. From that initial meeting, a set of three-year goals with corresponding detailed objectives for each goal was developed and then approved by the LASD Board of Trustees. In 2014, the district continued the Educational Blueprint process, creating an updated set of three-year goals and objectives. This LCAP represents our updated actions and services to support our district goals for the 2017-2020 years, becoming our latest LASD Blueprint. The focus on district goals is critical to the success of all students and schools.

**LASD Mission:** The Los Altos School District will inspire a passion for learning and prepare all K-8 students to thrive in our rapidly changing global community. **LASD Vision:** Los Altos School District will be a leader in revolutionizing learning for all students.

LASD serves more than 4500 students in seven elementary and two junior high schools. 5% of LASD students are socioeconomically disadvantaged, 10% are student with disabilities, and 13% are English language learners. The opportunity provided by the Local Control Accountability Plan (LCAP) is a way to further focus on our goals and accelerate the success of all students in LASD. It is important to note that because it is a community-funded school district, LASD will not receive new or additional state aid under the new LCAP and Local Control Funding Formula (LCFF).

LASD is fortunate to have outstanding support from our parent community, through both school-based Parent Teacher Associations and the Los Altos Educational Foundation. Our PTAs provide a tremendous number of volunteer hours at each individual school, as well as at the district level. The educational foundation raises over three million dollars annually to fund several specialized programs, including the arts,

physical education, the 4-6 music program, and our K-8 STEM program.

In addition to a solid parent partnership, LASD has a strong history of teaching excellence. Our teachers are extremely dedicated and passionate about working with students and their families. LASD teachers actively seek professional learning opportunities and understand that building solid relationships across the school and district is critical. Seeing themselves as learners, teachers design relevant, authentic, and engaging experiences for students. LASD teachers go above and beyond in support of students.

One area that LASD is especially proud of is our K-8 STEM program. We host visitors from around the world each year to share the work we are doing around STEM, as well as regularly share our work at STEM conferences and workshops. Beginning in kindergarten, all students have access to a high quality STEM program, including design and engineering projects and computer science instruction. Each elementary school holds an annual STEM Expo, where students showcase an individual STEM project within seven different categories. Our junior high schools host a STEM Career Day, bringing in parents and community members with STEM backgrounds. Over the last two years, we have begun to integrate STEM into math and science and are dedicated to further integrate STEM into engaging multi-disciplinary project experiences for all students. We want students to see STEM as a mindset and something we do, not a place we go.

The development of this LCAP began with soliciting input from a wide range of stakeholders, including the Administrative Council, Curriculum Council, District English Language Advisory Committee (DELAC), Budget Review Committee, and other district committees. Staff and parents have provided important input into the review and update of the LCAP. The district leadership team has analyzed student achievement and other outcomes and has prioritized a list of needs in all schools and in the district. The DELAC reviewed English learner data for students and provided suggestions for the LCAP.

## LCAP HIGHLIGHTS

Working closely with all stakeholders to align the Educational Blueprint and our LCAP and School Plans, our four goals have updated objectives for focused work over the next three years to improve outcomes for all students.

**GOAL 1: Meet the individual learning needs of all students.** LASD will provide a high quality and comprehensive instructional program that produces successful future-ready students.

- LASD teachers will regularly provide opportunities for students to self-assess their learning as part of a balanced assessment philosophy
- All teachers of English will be trained in small group instruction through a workshop model as a method for meeting individual student needs in literacy, including English language needs. New curriculum will be implemented.
- State and local data will be used at all levels to ensure all students are learning
- Teachers will design engaging, multidisciplinary learning experiences for ALL students, based on principles and strategies for high quality first instruction
- Schools will develop concrete plans and systems to respond to student needs

- LASD will provide a rich summer school experience for our most at risk learners
- LASD will promote safe, positive, and supportive school environments at each campus: teach, model, and reinforce appropriate behaviors; support students in social problem solving and empathy

**GOAL 2: Support teachers in their design of relevant learning experiences for all students.** LASD will ensure that teachers are supported to meet the individual learning needs of all students.

- LASD will utilize instructional support teachers to connect professional development to classroom practice
- Teachers will have collaboration time embedded within the work day to impact practice and improve student learning
- LASD will increase professional development time, supported by ongoing coaching
- LASD will create teacher cohorts and lab classrooms as innovative models for supporting teachers

**GOAL 3: Engage staff, parents and community members as learning partners.** LASD will ensure that parents and community members are engaged and informed about district and school progress.

- Provide appropriate learning opportunities
- Explore ways to engage the larger Los Altos community in student learning projects

**GOAL 4: Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live.** LASD will create district and school site action plans for Education 3.0, a school model that will better prepare students for future ready learning.

- LASD will clarify and then act upon the knowledge, skills, and dispositions we want every student in LASD to attain, identify ways to measure growth, and communicate this to all stakeholders
- Schools will creatively display proof of learning through student exhibition of work that is thoughtfully curated and highlights deep student thinking and ownership
- LASD will prioritize student-centered decision making in schools and classrooms and mitigate the impact of existing adult-centered structures or systems
- LASD will investigate and evaluate teacher residency as a method to develop future teachers
- The LASD STEM program will fully integrate into all classrooms

## REVIEW OF PERFORMANCE

The 2016-2017 school year has been a foundational one in LASD. We have put new tools and structures in place that allow for a more consistent program at all school sites, while still allowing teachers to creatively design engaging learning for students. This includes the identification of essential standards, creation of curriculum guides for teachers and parents, implementation of common assessments to measure growth and target instruction in reading and math, training on the English Language Development standards and tools for assessing English development progress, training on what teacher collaboration looks like through professional learning communities, creation of a comprehensive and balanced K-8 literacy plan, and support for 6-8 math teachers in effective teaching practices through an Instructional Support Teacher.

## GREATEST PROGRESS



The foundational work that took place throughout 16-17 will allow us to better meet the needs of all students, including our English learners, students with disabilities, and socio-economically disadvantaged students, for years to come. To support this foundational work in the coming school year, dedicated instructional support teachers for literacy will be working directly with teachers. Our new data analytics tool, available in Spring of 2017, also will allow for every level within our organization to be able to monitor student growth and identify students in need of additional support.

## GREATEST NEEDS

The area of greatest need is around instructional support for teachers due to the intensity of the implementation of the CA Common Core Standards, Next Generation Science Standards, and new English Language Arts curriculum adoption. **(LCAP Goal 2)** Strengthening first core instruction allows us to better serve our students with disabilities and those who are socio-economically disadvantaged, the two areas defined on the CA Schools Dashboard as “yellow” for ELA and Mathematics. In addition, this focus on strengthening first core instruction in literacy, with specific support around integrated and designated ELD, will support our students as highlighted in the English Learner Progress indicator, which was “yellow”. **(LCAP Goal 1)** Also on the Dashboard was the “orange” indicator for suspension for students with disabilities. We will actively promote a safe, positive, and supportive school climate at each of our schools through specific actions detailed in the LCAP below. **(LCAP Goal 1)**

## PERFORMANCE GAPS

All Student Results	Subgroup Results
Suspension 	Students with disabilities 
ELA Achievement 	Students with disabilities Socio-economically disadvantaged 
Math Achievement 	Students with disabilities Socio-economically disadvantaged 

Students with disabilities and those who are socio-economically disadvantaged are the two subgroups identified on the CA Schools Dashboard as “yellow” for CAASPP ELA and Mathematics. To address this gap, LASD includes the following actions and services:

### Goal 1:

- ✓ LASD teachers will regularly provide opportunities for students to self assess their learning as part of a balanced assessment philosophy
- ✓ All teachers of English will be trained in small group instruction through a workshop model as a method for meeting individual student needs in literacy, including English language needs. New curriculum will be implemented.
- ✓ State and local data will be used at all levels to ensure all students are learning
- ✓ Teachers will design engaging, multidisciplinary learning experiences for ALL students, based on principles and strategies for high quality first instruction
- ✓ Schools will develop and implement concrete plans and systems to respond to student needs
- ✓ LASD will provide a rich summer school experience for our most at risk learners

Also on the Dashboard was the “orange” indicator for suspension for students with disabilities. To address this

gap, LASD includes the following actions and services:

**Goal 1:**

**School Climate**

- ✓ LASD will promote safe, positive, and supportive school environments at each of our campuses: teach, model, and reinforce appropriate behaviors; support students in social problem solving and empathy.

**INCREASED OR IMPROVED SERVICES**

To better support our socio-economically disadvantaged, English learner, and students with disabilities, we will improve training and support for teachers around teaching a balanced literacy program in grades TK-8. This will improve high quality first instruction, including integrated and designated English language development. To support this, we will hire Instructional Support Teachers to work directly with classroom teachers on literacy.

Improvements to our LASD Summer Academy include adding an afternoon elective session for K-6 students, as well as math intervention and enrichment for 6-8 students. Our Summer Academy has always been a half-day K-6 program, so we are both extending the day and adding additional support to our older students to increase services.

Details of the increased and improved services for unduplicated pupils can be found in the last section of the LCAP.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 59,323,075.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 39,636,836.00

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

Plant Services (maintenance & operations) - \$6.1M  
District Administration - \$3.4M  
Other Outgo (debt service, transfers to other funds; interest on TRAN) - \$766,774  
Health Services - \$560,000  
Special Ed Transportation - \$303,000  
School Administration - \$3,144,271  
Food Services - \$107,600  
Speech therapy - \$816,056  
Testing - \$17,939  
Library & Media - \$1.1M  
Special Ed Resource Specialists - \$2.1M  
Various Instructional Expenses at Multiple sites - \$1.1M

\$ 37,814,218.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-2017

## Goal 1

Meet the individual learning needs of all students.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4 X 5  6  7  8

COE  9  10

LOCAL District Goal #1

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. CAASPP (SBAC, CST, CAA) results - increase the number of students exceeding or meeting standards in ELA and Math by 5%
2. CELDT results - 75% of English Learners will make annual progress and 40% of students will become English proficient in less than five years
3. Local assessment results (Fountas and Pinnel, iReady math and reading assessments) - 90% of 3rd grade students will be on grade level by the end of the school year according to the Fountas and Pinnell assessment; 90% of all students will be on grade level in ELA and Math using the iReady placement tables
4. EL Reclassification rates - we will increase our reclassification rate by 5%
5. Using the professional development survey, 50% of teachers will see success using personalized data practices (up 25%)
6. Williams Report - 100% teacher credential compliance

#### ACTUAL

1. Maintained 87% ELA for 15-16 and increased 9% to 85% in Math for 15-16 CAASPP.
2. Overall 65% of English Learners made annual progress on the CELDT test.
3. iReady: 73% on grade level or above in reading and 77% on or above in math. F&P scores are unavailable.
4. Reclassification rates rose 20% from 2014-2015 to 2015-2016
5. 54% of teachers saw success using personalized data practices.
6. Williams Report – 100% compliance

<p>7. Less than 4% opt out rate for SBAC</p> <p>8. 100% use of new standards-based year-end reporting document in TK - 8.</p> <p>9. Research, field test, and administer consistent formative and diagnostic assessments which yield actionable data to meet the needs of all LASD students.</p> <p>10. Successful implementation of the Academic Summer School Academy for students in grades K - 6, using focused criteria for qualification and identified teaching strategies for targeted impact: Students one or more years below grade level in reading according to Fountas and Pinnell.</p> <p>11. Provide daily systematic time for designated English instruction for EL learners as outlined in the ELA/ELD framework.</p>	<p>7. 28 students out of 4400 LASD students opted out of SBAC</p> <p>8. 100% use of new standards-based year-end reporting TK-8</p> <p>9. iReady Reading and Math diagnostic for all students in grades 1-8, Fountas and Pinnell Reading Benchmark Assessment for all students K-6 and target students 7-8.</p> <p>10. 65% of student who participated in phonics instruction gained one or more levels. The average reading gain for students was .68 level using the Fountas and Pinnell levels.</p> <p>11. Students received daily, designated instruction during small group ELA/ELD instruction, grade-level designated team-wide time, and/or pull out EL specialist time for beginner/newcomers.</p>
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ACTIONS / SERVICES

Action

1

Actions/Services

<p><b>PLANNED</b></p> <p>1. LASD teachers will be provided with high quality professional development on the new reporting system. Students and parents will have access to formative feedback related to identified essential standards and non-academic indicators.</p> <p>1.1 Report out formally three times per year this year to parents and students while we build our online reporting skills.</p> <p>1.2 Gather feedback from stakeholders regarding new reporting system and reporting document.</p>	<p><b>ACTUAL</b></p> <p>1. LASD teachers had onsite PowerTeacher PRO “experts”, as well as access to open labs at the district office for support. All parents were sent log in information to access reporting tool.</p> <p>1.1 All teachers reported out three times per year (elementary) or four times per year (junior high) using the online reporting tool.</p> <p>1.2 163 parents and 249 teachers responded to the reporting survey. Parent Ed Talks on assessment and reporting have also provided stakeholder feedback. This feedback is being used to modify plans for the upcoming year.</p>
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Expenditures	<b>BUDGETED</b> 1.PowerSchool PowerTeacher PRO - no additional cost for the tool. 2.PowerSchool – Professional /Consulting Services And Operating Expenditures [060-4035- 403500- 5000] Title II \$2000	<b>ESTIMATED ACTUAL</b> \$0

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Provide targeted instruction through a needs-based Summer School program.	<b>ACTUAL</b> The Academic Summer School Academy focused on co-teaching, explicit phonics instruction, Math Talks, and explicit language objectives. Students were invited to attend based on data showing that they were one or more years below grade level in reading. Students were placed according to targeted needs and instruction was provided based on those needs. With our new data analytics system, we will be able to measure impact and growth in the coming year.
	<b>BUDGETED</b> 1. Summer Academy - \$100,000 [010- 0000- 018700- 1000 thru 4000]	<b>ESTIMATED ACTUAL</b> \$98,076 [010- 0000- 018700- 1000 thru 5000]
Expenditures		

ACTIONS / SERVICES

Action **3**

Actions/Services	<b>PLANNED</b> Ensure a guaranteed and viable curriculum and assessment system is in place to support student learning. 3.1 Identify new CCSS math resources for grades 7-8 and Algebra/Geometry courses. 3.2 Examine current ELA/ELD materials and resources for alignment to CCSS ± pursue the purchase of resources if	<b>ACTUAL</b> 3.1, 3.2 Using a thoughtful adoption process, including teacher participation and voice, alignment to CA Common Core Standards, parent input and preview, as well as Board approval, new curriculum for 6-8 math and K-8 English language arts will be adopted this spring of 2017.

<p>warranted  3.3 Pilot common assessments across LASD in ELA and Math ± diagnostic/computer adaptive  3.4 Implement new assessment for math placement in grades 5-8</p>	<p>3.3 All schools used iReady diagnostic assessments in Reading and Math in grades 1-8.  3.4 All students in grades 6-8 were placed into appropriate math courses based on our new Math Placement Protocol. Based on the feedback and performance, the protocol has been updated for the 17-18 school year to ensure that one measure is not too heavily weighed in the process.</p>
<p><b>BUDGETED</b>  3.1, 3.2 - Instructional materials and resources - \$200,000 [018- 0000- 715600- 4310]  3.3 - iReady Assessment - \$65,000 [060- 6300-630000- 4000]  3.4 - MDTP math assessment - \$1,200 [060- 6300-630000- 4000]</p>	<p><b>ESTIMATED ACTUAL</b>  \$201,235 [018- 0000- 715600- 4310]  \$76,827 [060- 6300-630000- 4000]</p>

Expenditures

ACTIONS / SERVICES

Action

**4**

Actions/Services

<p><b>PLANNED</b>  4. LASD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 3 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation Team will train teachers and administrators to administer SBAC to students.</p>	<p><b>ACTUAL</b>  4. CAASPP/SBAC training for all school implementation teams took place in early March, including information about testing changes, practice opportunities, and the new California Science Test (CAST).</p>
<p><b>BUDGETED</b>  No additional expenditures anticipated.</p>	<p><b>ESTIMATED ACTUAL</b>  \$0</p>

Expenditures

ACTIONS / SERVICES

Action

**5**

Actions/Services

PLANNED	ACTUAL
<p>5. LASD will support English Language Learners and analyze program efficacy, looking at student learning outcomes and reclassification rates.</p> <p>5.1 General education teachers, EL teachers, and EL instructional assistants will participate in Professional Development on the ELA/ELD framework and effective pedagogical practices for EL students, for both integrated and designated instruction.</p> <p>5.2 Almond and Santa Rita Schools will increase before or after school intervention class opportunities for English Language Learners during the school year.</p> <p>5.3 Each Elementary School will provide integrated and designated EL instruction during the school day for English Learners</p> <p>5.4 Provide Rosetta Stone online program for English Learners with CELDT levels 1 and 2 to use at school an at home.</p> <p>5.5 Administer CELDT test annually to all English Learners.</p> <p>5.6 Create an individual EL action plan for all students with a clear path for re-designation.</p> <p>5.7 Form a district ELD Leadership Team to guide the work around implementing the new framework in LASD.</p>	<p>5.1 Mathew Espinoza from the Santa Clara County Office of Education provided two sessions of professional learning for all LASD teachers, including information on integrated and designated instruction, the CA English Language Development standards, and tools for assessing student progress.</p> <p>5.2 Neither school provided before or after school intervention for EL students, but increased during-school supplemental interventions occurred.</p> <p>5.3 All elementary schools provided integrated and designated ELD instruction during the school day.</p> <p>5.4 60 students have access to Rosetta Stone online program for at home English support.</p> <p>5.5 All required CELDT tests, both annual and initials, have been administered this year.</p> <p>5.6 Individual action plans are being created for all Long Term and At Risk English Learners, in collaboration between classroom teacher and ELD specialist.</p> <p>5.7 A district-wide TK-8 ELA/ELD plan was created this year, and all TK-8 English teachers were trained on the scope and depth of the plan.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>5.1 English Language Development Professional Development - expenditures included in Goal 2.</p> <p>5.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060 -4203 - 420300] 1000 - 3000]: Certificated Personnel Salaries Title 3 \$22,750</p> <p>5.2 EL Intervention Support with classified staff [General Fund: 010 -0000 - 070900] 2000 - 2999: Classified Personnel Salaries Basic Aid \$50,455</p> <p>5.3 Certificated Salary of 3.5 FTE [General Fund: 010 - 0000 -017900] 1000 -3000]: Certificated Personnel Salaries Basic Aid \$325,000</p> <p>5.3 Classified salary of FTE [General Fund: 010 -0000 -017900] 2000 - 3999: Certificated Personnel Salaries Basic Aid \$125,000</p> <p>5.4 Rosetta Stone [Title 3 LEP: 060 -4203 - 420300; Title 3 Immigrant: 060 - 4201 - 420100] 4000 -4999: Books And</p>	<p>5.2 Supplemental during school intervention \$43,586 [Title 3 LEP: 060 -4203 - 420300]</p> <p>5.3 \$146,264 classified and \$292,529 certificated [General Fund: 010 - 0000 -017900]</p> <p>5.4 \$8869 [Title 3 LEP: 060 -4203 – 420300]</p>

Supplies Title III \$7960	5.6 CELDT Test - no additional expenditures
	5.7 No additional cost
	5.8 No additional cost

**ANALYSIS**

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.

Actions and Services for this goal were implemented as planned with one exception, primarily due to personnel issues with ELD staff. Between hiring difficulties and health issues on the district ELD team, we were unable to increase services at Almond and Santa Rita Schools. The existing ELD team had to support at other school sites for testing and monitoring of students.

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

Improving English proficiency, as evidenced by students making annual progress on the CELDT test, continues to be an area of need. In support of that need, LASD did tremendous foundational work to identify best instructional practices in literacy instruction and create consistency and clarity about integrated and designated instruction for our English learners. Having district wide common assessments in Reading and Math has allowed us to analyze students who may need additional support or intervention. We continue to solicit feedback from parents and teachers regarding PowerSchool and know that we can improve on how we are reporting student growth to parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.2 Decided not to use Power School consulting services
- 5.3 Fewer teachers involved in working on this goal

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.

Analysis: The CA Schools Dashboard indicates an “orange” for school climate for students with disabilities. After further analysis, we have identified some specific actions that will support a safe, positive and supportive school environment at each campus.  
Change: We will teach, model, and reinforce appropriate school behaviors and ensure that students are supported in their problem solving and empathy skills. We will measure these by using suspension data for all students and specific subgroups, including students with disabilities and data from the CA Healthy Kids Survey. **(Goal 1: Actions/Services 1.3)** LASD will implement the newly created ELA/ELD literacy plan, which includes Instructional Support Teachers, professional development, new curriculum, and clear expectations for teaching a balanced literacy program. **(Goal 1: Actions/Services 1.1)**

## Goal 2

Support teachers in their design of relevant learning experiences for all students.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 4 X 5  6  7  8

COE  9  10

LOCAL District Goal #2

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Expand on the LASD Roadmap for professional development to address CCSS and NGSS curriculum, literacy in all subject areas, differentiated instruction, and instructional shifts in math, English language arts, social science, and science, which is consistent with our LCAP and Educational Blueprint. We will include three workshops for teachers in these areas.
2. Improvement on the Standards Assessment Inventory professional development survey: the Average Standard Value in areas of DATA and OUTCOMES will increase by 1 full point each per school. (ex. 2.2 to 3.2)
3. Implement a Teachers Teaching Teachers professional development support model. Offer 3 courses per trimester throughout the school year.
4. Implement Phase 2 of the LASD NGSS Implementation Plan - 95% of teachers will be trained

#### ACTUAL

1. Teachers were provided a variety of opportunities (10+) for professional development around deepening understanding of CA Common Core Standards, NGSS practices and curriculum, balanced literacy, academic conversation, Math Talks, ELD support, assessing with Fountas and Pinnell, standards based teaching and learning, mindfulness, instructional shifts in math, and 6-8 science.
2. Instead of using the Standards Assessment Inventory survey, we created our own survey around professional learning needs and teacher efficacy. We gave this at the beginning and end of the school year. Data is not comparable, but our local survey showed growth in the area of data practices.
3. August workshops using the Teachers Teaching Teachers model were offered for two weeks prior to the start of the school year. During the school year, optional PD included an online MOOC (Massive Online Open Course) course on academic conversations that included face to face support from LASD (27 enrolled) and an online YouCubed Math Course, also including face to face support by LASD (46 enrolled).
4. 98% of expected teachers attended the phase 2 NGSS trainings.

ACTIONS / SERVICES

Action

1

Actions/Services

Expenditures

<p><b>PLANNED</b></p> <p>1. All LASD teachers will participate in high quality and consistent professional development and structured collaboration for teachers in CCSS Math &amp; ELA and NGSS Science with a focus on instructional shifts, differentiated instruction, research supported practices, assessment data analysis, and assessment methods to meet the needs of all LASD students</p> <p>1.1 Curriculum Mapping and Unit Development PD</p> <p>1.2 PD on Professional Learning Communities - data analysis, differentiation, and assessment methods</p> <p>1.3 Substitutes for PD</p> <p>1.4 Curriculum Development and Professional Development around Math, Tech integration, social science, ELA, NGSS, ELD, SEL, physical education, electives</p> <p>1.5 SVMl Conference</p> <p>1.6 Teachers College - Reader's and/or Writer's Workshop</p> <p>1.7 Subs for Conferences</p> <p>1.8 NGSS specific PD - year two implementation for K-8 teachers</p> <p>1.9 Teachers Teaching Teachers in LASD to support current initiatives</p>	<p><b>ACTUAL</b></p> <p>1.1 Curriculum Mapping and Unit Development PD for all 6-8 science teachers.</p> <p>1.2 100+ staff members attended Solution Tree PLC Conferences this year, including 80 of those over summer. All school site Guiding Coalitions attended a district-led PD for calibration and training.</p> <p>1.3 Substitutes used for during school year training.</p> <p>1.4 Teachers were provided a variety of opportunities for professional development around deepening understanding of CA Common Core Standards, NGSS practices and curriculum, balanced literacy, academic conversation, Math Talks, ELD support, assessing with Fountas and Pinnell, standards based teaching and learning, mindfulness, instructional shifts in math, and 6-8 science.</p> <p>1.5 Seven teachers attended SVMl conference.</p> <p>1.6 Homegrown Teacher's College Reading Workshop in Summer of 2017 for 75 teachers.</p> <p>1.8 Substitutes used for conference attendance.</p> <p>1.9 August workshops using the Teachers Teaching Teachers model were offered for two weeks prior to the start of the school year.</p>
<p><b>BUDGETED</b></p> <p>1.1 Professional / Consulting Services And Operating Expenditures - TBD Professional /Consulting Services And Operating Expenditures [060-4035- 403500-5000] Title II \$5500</p> <p>1.2 PD on Professional Learning Communities – Solution Tree Professional / Consulting Services and Conference [060-6264- 626400-5000] \$50,000 - Educator Effectiveness Funds</p> <p>1.3 Subs for PD - Certificated Personnel Salaries [060-4035-403500- 1000 thru 3000] Title II \$1800</p> <p>1.4 Curriculum Development and Professional Development around Math, Tech integration, ELA, NGSS,</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1.1 \$2800 [060-4035- 403500-5000 Title II]</p> <p>1.2 \$150,070 [060-6264- 626400-5000] This includes consulting services, conference and travel expenses, professional books, and substitute costs</p> <p>1.3, 1.7 \$1338 [060-4035- 403500-5000 Title II]</p> <p>1.4-1.6 \$16,975 [060-4035- 403500-5000 Title II]</p> <p>1.8 \$18,629 [060-4035- 403500-5000 Title II]</p> <p>1.9 \$2827 [060-4035- 403500-5000 Title II]</p>

<p>ELD, SEL, PE, Electives TBD Professional/Consulting Services And Operating Expenditures [060-4035- 403500-5000] Title II \$5500</p> <p>1.5 SVMI Conference - Silicon Valley Math Initiative Leadership Institute Professional/Consulting Services And Operating Expenditures [060-4035- 403500-5000] Title II \$12,000</p> <p>1.6 Teachers College Reading Workshop at Columbia University Professional/Consulting Services And Operating Expenditures [060-4035- 403500-5000] Title II \$8000</p> <p>1.7 Subs for Conference - Certificated Personnel Salaries [060- 4035-403500- 1150 thru 3999] Title II \$1800</p> <p>1.8 Subs for PD - Certificated Personnel Salaries [060-4035-403500- 1150 thru 3999] Title II \$1800</p> <p>1.9 Teachers Teaching Teachers [060 4035-403500- 1150 thru 3999] Title II \$1800</p>	
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ACTIONS / SERVICES

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>  Those new teachers requiring induction will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA). Teachers not requiring induction will also be provided district support.</p>	<p><b>ACTUAL</b>  20 new teachers are currently in induction through SVNTP and 8 additional teachers are also being provided district support. This includes interns and teachers new to LASD.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>  2.1 \$2000 per participating teacher - 20 teachers @ \$2,000 each or \$40,000  2.1 New teacher mentor cost \$115,672 [010 018100-1000 thru 3999]</p>	<p><b>ESTIMATED ACTUAL</b>  2.1 \$40,000 and \$115, 672 [010 018100-1000 thru 3999]</p>

ACTIONS / SERVICES

Actions/Services	<p><b>PLANNED</b> LASD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.</p>	<p><b>ACTUAL</b> All special education teachers participated in all regular education professional development, with additional PD around writing appropriate goals and how to support in the general education classroom.</p>
Expenditures	<p><b>BUDGETED</b> No additional expenditures anticipated.</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$0</b></p>

ANALYSIS

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.	<p>Actions and services for this goal were implemented as planned.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>We had a strong year of professional learning in a variety of areas, as well as tremendous support for our new teachers. This included intentional training on professional teacher collaboration. Our special education staff continues to participate in all regular education professional learning and receive additional training and support to meet their specialized needs.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>1.3 Increased our professional development offerings 1.8 More substitutes needed to cover teachers attending professional development offerings</p>
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.	<p><u>Change:</u> We will be focusing our support for teachers on literacy, including literacy across the content areas. To do this, we will be hiring a team of Instructional Support Teachers to work directly with teachers at school sites. <b>(Goal 2: Actions/Services 2.1)</b> Teachers will have collaboration time embedded within the work day to impact practice and improve student learning. <b>(Goal 2: Actions/Services 2.1)</b></p>

# Goal 3

Engage staff, parents, and community members as learning partners.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 x3 4 5 x6  7  8

COE  9  10

LOCAL District Goal #3

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. Mailers will be sent out twice per year and digital communications will go out monthly to LASD parents.
2. The percentage of parents using PowerSchool to access student learning information will be at least 60% for a baseline measurement.
3. The parent satisfaction survey for new reporting system will be at least 60% for a baseline measurement.
4. The curriculum department will create monthly podcasts for staff - 10 in all.

### ACTUAL

1. At least two mailers were sent to all members of the community. The Superintendent sends monthly emails to all LASD families.
2. 58% of parents logged in to the Parent Portal using their parent log in. We have no way to know how many parents may have logged in with their child.
3. Satisfaction varies by grade level band, but overall, only 43% of parents are satisfied with our new reporting system.
4. LASD staff communication includes a weekly 5 Bullet Thursday email, as well as podcasts for critical information. This year, the podcasts have included critical information about literacy and reporting.

## ACTIONS / SERVICES

Action

1

Actions/Services	<p><b>PLANNED</b> Engage staff, parents and community members in their areas of interest/expertise to support our students in learning. 1.1. Continue to partner with LAEF to match community resources to the district vision 1.2. Educate parents on using PowerSchool Parent Portal 1.3. Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members. 1.4. Include parents in district and site level committees: Budget Advisory Committee, Citizens Advisory Committee for Finance, DELAC, School Site Council, Curriculum Council</p>	<p><b>ACTUAL</b> 1.1. LASD continues its strong partnership with LAEF in support of the district vision, with a \$3.4 million dollar grant. 1.2. Parents received several emails from superintendent and principals on how to use the Parent Portal. The two screencasts made for parents have more than 2000 views combined. 1.3. Parent EdTalks on Assessment and Reporting have been held at 6 school sites. We also held one EdTalk on Math. 1.5 We continue to have parent representation on all district committees.</p>
Expenditures	<p><b>BUDGETED</b> No additional expenditures anticipated.</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$0</b></p>

ACTIONS / SERVICES

Action **2**

Actions/Services	<p><b>PLANNED</b> Inform all stakeholders in the community about Los Altos School District's progress.</p>	<p><b>ACTUAL</b> Monthly emails from the Superintendent to all LASD parents; at least two community-wide mailers.</p>
Expenditures	<p><b>BUDGETED</b> Cost of mailers/communication - \$5,000 Public Information [0-0000-071800- 4000 thru 5999]</p>	<p><b>ESTIMATED ACTUAL</b> \$5000 [0-0000-071800- 4000 thru 5999]</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking</p>	<p><b>ACTUAL</b> Schools and PTAs work together for smaller translation needs and we contract out for larger services.</p>
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Expenditures	<p><b>BUDGETED</b>            Cost of translation services - [060- 4203-420300- 2000 thru 3999] Title III \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>            \$2,000 [060- 4203-420300- 2000 thru 3999 Title III]</p>
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ACTIONS / SERVICES

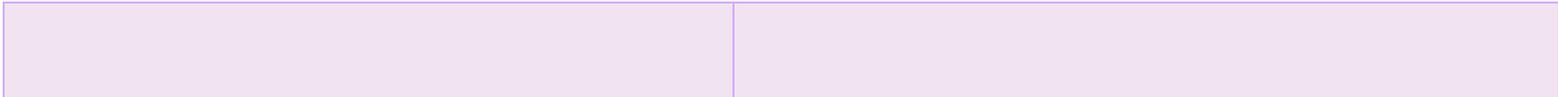
Action **4**

Actions/Services	<p><b>PLANNED</b>            Continue with podcast updates for staff, emphasizing consistent messages and timely decisions. Teachers are engaged through staff meetings, district meetings, teacher work teams and district and site committees.</p>	<p><b>ACTUAL</b>            Four podcasts were made for staff this year and a weekly 5 Bullet Thursday email is sent to all staff. Teachers continue to have strong engagement through district committees and teams.</p>
Expenditures	<p><b>BUDGETED</b>            No additional expenditures anticipated.</p>	<p><b>ESTIMATED ACTUAL</b>  <b>\$0</b></p>

ACTIONS / SERVICES

Action **5**

Actions/Services	<p><b>PLANNED</b>            LASD teachers will be provided with high quality professional development on the new reporting system. Students and parents will have access to formative feedback related to identified essential standards and non-academic indicators. - Report out formally three times per year this year to parents and students while we build our online reporting skills. - Gather feedback from stakeholders regarding new reporting system and reporting document.</p>	<p><b>ACTUAL</b>            All LASD teachers were provided with on-site “expert” teachers who were professionally trained by PowerSchool. In addition, open labs and tutorials were created. All essential standards and non-academic indicators (learning behaviors) were reported on in PowerTeacher PRO and the Parent Portal. All teachers reported out 3 (elementary) or 4 (junior high school) times per year. Teachers and parents were provided a feedback survey on assessment and reporting.</p>
Expenditures	<p><b>BUDGETED</b>            1.PowerSchool PowerTeacher PRO - no additional cost for the tool. 2.PowerSchool - Professional /Consulting Services And Operating Expenditures [060-4035- 403500- 5000] Title II \$2000</p>	<p><b>ESTIMATED ACTUAL</b>            2. \$2800 [060-4035- 403500- 5000 Title II]</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 actions and services were implemented as described.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As a district, we continue to improve the ways in which we communicate with our stakeholders. The 5 Bullet Thursday email communication to all staff has allowed us to have consistency around district-wide staff messages. The screencasts for critical information for both parents and staff are effective. The area of need continues to be around student progress reporting. Clearly, as evidenced by our measures, the information we are providing is not what parents want.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The cost for training teachers on PowerSchool was slightly more than 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.	<p><u>Analysis:</u> The focus of staff communication moved from monthly screencasts described in the goal to weekly 5 bullet emails in practice. A positive rating of 82% by LASD staff indicates this was a good change. This measure comes from an LASD staff customer service survey.</p> <p><u>Changes:</u> Based on the parent feedback around reporting, an action/service around reporting continues in this year's LCAP. This includes adding opportunities for more student self-assessment <b>(Goal 1: Action/Service 1.1)</b>, as well as redesigning what we report and the way we report student learning progress and growth to parents. <b>(Goal 4: Action/Service 4.1)</b></p>

<b>Goal 4</b>	Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 X4 X5 x 6  7  8  
COE  9  10  
LOCAL District Goal #3

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

All STEM teachers will co-create one project based learning unit that integrates STEM into daily classroom learning. 100% of 6th grade students will have weekly cStem classes. The junior high schools will increase the Computer Science elective from one to two classes next year. Teachers Teaching Teachers will provide 3 classes per trimester in the catalog and attendance rates will be measured this year as a baseline. Number of Badges awarded will baseline at 3 internal or external badges per teacher.

**ACTUAL**

The STEM team worked collaboratively together to create a minimum of one project based unit with teachers at each site. 100% of all 6<sup>th</sup> graders participated in the weekly cSTEM class. We ran two sections of Computer Science at the junior high schools for both semesters. Teachers Teaching Teachers ran during August prior to school beginning. The Curriculum and Instruction office offered 2 additional optional classes this year – one on Academic Conversations and one on Mathematical Mindset. We did not move forward with the badging application.

ACTIONS / SERVICES

Action

**1**

Actions/Services

**PLANNED**

Expand STEM program at all schools. Finalize integrated STEM model for TK-6. Expand STEM opportunities for students. Create 7-8 STEM plan. Determine metrics for and measure student learning outcomes.

**ACTUAL**

K-6: STEM integration is in Phase One, including at least one integrated project per school site. The robotics strand was expanded to include grades 2 and 5. The integration of STEM into all classrooms will expand in 17-18. STEM Expo participation increased at all school sites.  
7-8: A STEM Career Day took place at both junior high schools. Junior High principals visited a neighboring school to better understand what integration of STEM in junior high looks like. A new Z-space plan was coordinated and implemented at the junior high schools.

	We are still determining the best way to measure student learning outcomes.
Expenditures	<p><b>BUDGETED</b> STEM program costs: \$20,000 [060-9010- 918300-4000] LAEF 8.0 FTE certificated personnel \$975,000 [060- 9010- 918300- 1000 thru 3999]</p> <p><b>ESTIMATED ACTUAL</b> \$1,100,299 [060- 9010-918300- 1000 thru 3999]</p>

ACTIONS / SERVICES

Action **2**

Actions/Services	<p><b>PLANNED</b> Expand computer science offerings for students. Determine metrics and measure student learning outcomes of current 6th grade cSTEM program. Explore the possibility of expanding cSTEM program to 5th grade. Expand Computer Science elective in the junior high schools. Incorporate more computer science opportunities into the STEM program.</p> <p><b>ACTUAL</b> Both junior high schools offered 2 semesters of Computer Science. This is a 100% increase. Computer Science is being integrated into junior high math classes, as well as 6<sup>th</sup> grade science classes.  cSTEM – teachers have created clear student objectives for each cSTEM lesson to measure learning.  Piloted 5<sup>th</sup> grade CS lesson at Loyola.</p>
Expenditures	<p><b>BUDGETED</b> cSTEM program 1.5 FTE LAEF \$155,000 [060- 9010- 918400- 1000 thru 3999]</p> <p><b>ESTIMATED ACTUAL</b> \$172,345 [060- 9010-918400- 1000 thru 3999]</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p><b>PLANNED</b> Implement a Teachers Teaching Teachers Professional Development model, including afterschool and online learning options in support of district vision and Blueprint goals. Develop catalog and digital materials. Measure attendance for impact.</p> <p><b>ACTUAL</b> To focus offerings based on district initiatives, only two courses were offered this year as optional professional development: an online Academic Conversations course (20 participants) with facilitated meetings and an online Mathematical Mindsets course (40 participants) with facilitated meetings.</p>
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Expenditures	<b>BUDGETED</b> Title II - teacher stipend for course creation and delivery - \$10,000 [060- 4035-403500- 1190 thru 3999]	<b>ESTIMATED ACTUAL</b> \$10,000 [060- 4035-403500- 1190 thru 3999]

**ACTIONS / SERVICES**

Action **4**

Actions/Services	<b>PLANNED</b> Implement badging system as a way to understand areas of expertise and training needs of teachers and deliver online content.	<b>ACTUAL</b> Badging system was not ready for implementation this school year.
	<b>BUDGETED</b> Title II \$5,000 for badging system [060- 4035-403500- 5000]	<b>ESTIMATED ACTUAL</b> \$0
Expenditures		

**ANALYSIS**

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.	Most actions and services were implemented as described, except for the Teachers Teaching Teachers and Badging System.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The LASD STEM program continues to be a leader in the area, including the cSTEM and Computer Science programs. All students participate in these rich experiences.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The FTE cost to run the cSTEM was slightly more than budgeted. 1.0 Negotiated raises during the school year increased the cost beyond what was budgeted

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.

Analysis: As we move to more integration and added emphasis on mathematics, it will be less challenging to measure student learning in the areas of STEM. The completed actions and services continue to allow us to stay relevant to future learning. We strive for full integration of STEM in all classrooms.

Changes: We have done a tremendous amount of work on creating a future learning plan for LASD and have created a new set of strategic actions and services to support this goal. **(Goal 4: Actions/Services 4.1)**

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  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?

LASD is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such LASD used a variety of meetings to involve stakeholders in the LCAP process including the discussion and review of goals, district data, as well as proposed actions and services. Parent involvement in the Los Altos School District is high and an asset to the district. This involvement includes both district and school site committees, intentionally comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all significant subgroup populations. The certificated and classified bargaining units, as well as site and district administrators, are also a part of these committees. Those that have provided input into the LASD LCAP include: District English Learner Advisory Council (DELAC), Administrative Council, School Site Councils, the district Curriculum Council, Budget Review Committee, and LASD students.

Annual assessment data is reviewed and analyzed by LASD administrators, teachers, and Board of Trustees. The data include: Suspension and Expulsion data, California Assessment of Student Performance and Progress (CAASPP) assessment results, California English Language Development Test (CELDT) data, English Language (EL) reclassification trends, and local assessment measures of student progress (i.e. reading and math benchmark assessments). The Assistant Superintendent of Curriculum and Instruction and school principals aligned the goals of each school site's Single Plans for Student Achievement (SPSA) with the goals of the Los Altos Local Control Accountability Plan. The LCAP plan was created to satisfy state requirements and the priorities determined by all stakeholders.

Community Engagement: The following groups were actively involved in the LCAP development process described below:

District English Learners Advisory Committee (DELAC) - October 21, 2016 and March 1, 2017, April 3, 2017: Standardized Assessment Results, Language Proficiency Test Results, Reclassification Criteria, LCAP goal review

English Language Arts/English Development (ELA/ELD) Team – November 29, 2016, December 13, 2016, January 10, 2017, January 24, 2017, March 8, 2017 – English language development, first quality core instruction, teacher needs and support, curriculum review

Curriculum Council - November 7, 2016, March 6, 2017, May 1, 2017: Literacy in LASD, future ready student feedback, LCAP goal review

Budget Review Committee - April 20, 2017, May 25, 2017 - LCAP draft reviews and feedback

Administrative Council – August 9, 2016, December 6, 2016, February 7, 2017, February 28, 2017, April 4<sup>th</sup>, 2017 – Standardized Assessment Results, local data review, CA Dashboard review, LCAP goal review and SPSA development, and student survey data review

Los Altos Education Foundation (LAEF) – February 10, 2017, March 1, 2017 – future ready learning planning

LASD Staff– April 21, 2017, April 28, 2017 - feedback survey via email link

LASD parent community – May email from the Superintendent – feedback survey

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

While the LCAP goals for the upcoming year remain the same, the actions and services were informed by the consultations of the groups listed above.

**Goal 1: Meet the individual learning needs of all students.**

The feedback from our stakeholders emphasized the need to improve first core instruction in literacy, as well as a structure that will support individualized learning. Specifically, this includes teachers being trained in a workshop model for small group instruction, using data to monitor and support student growth, and high quality instructional design. This will allow us to better meet the needs of all learners, and specifically English learners, low-income students, and students with disabilities.

**GOAL 2: Support teachers in their design of relevant learning experiences for all students.**

The strong feedback from our teacher and administrator stakeholders included the want for instructional support teachers (coaches) to support improved first core instruction in literacy and embedded collaboration time for school teams.

**GOAL 3: Engage staff, parents, and community members as learning partners.**

All stakeholders agree that providing regular and relevant opportunities for learning, for both staff and parents, is critical.

**GOAL 4: Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live.**

The feedback from LAEF, Curriculum Council, and the Administrative Council has informed the actions and services for this goal, including defining the knowledge, skills, and dispositions desired for all students, exhibition of proof of learning, as well as the integration of the LASD STEM program into all classes.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	Meet the individual learning needs of all students.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

LASD students, like all students, have a variety of needs. Many students score above the average in multiple measures academically, while there are also students who continue to struggle academically and show inadequate growth in academic measures year to year. This goal ensures that teachers are meeting all students where they are, whether high performing, struggling, or on target.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC)	Appropriate teacher assignment: 100% Instructional materials: good Facilities: good			
Suspension Rates	All .5%, SWD 2.3%			
SBAC ELA	All 87%, SED 46%, EL 41%	All 89%, SED 56%, EL 47%	All 90%, SED 66%, EL 52%	All 90%, SED 70%, EL 55%
LASD Teacher Survey	Academic standards efficacy 3.4/5.0 ELD standards efficacy	Academic standards efficacy 3.8/5.0 ELD standards efficacy 3.0/5.0	Academic standards efficacy 4.2/5.0 ELD standards efficacy 3.5/5.0	Academic standards efficacy 4.5/5.0 ELD standards efficacy 4.0/5.0

	2.4/5.0			
English Learner Progress	CA Dashboard “yellow”	CA Dashboard “green”	CA Dashboard “green”	CA Dashboard “green”
iReady Diagnostic in Reading	73% on or above grade level 115% avg. targeted growth	85% on or above grade level 115%+ avg. targeted growth	88% on or above grade level 115%+ avg. targeted growth	88% on or above grade level 115%+ avg. targeted growth
School Attendance Rates	96.74%	96%+	96%+	96%+
CA Healthy Kids Survey – given every other year	90% 7 <sup>th</sup> grade students and 93% of 5 <sup>th</sup> grade students – agree or strongly agree - “I feel safe in my school” 71% 7 <sup>th</sup> grade students – agree or strongly agree - “I try hard because I’m interested in my work” 73% 5 <sup>th</sup> grade students – all or most of the time - “Do you get to do interesting activities at your school?”		95% 7 <sup>th</sup> grade students and 98% of 5 <sup>th</sup> grade students – agree or strongly agree - “I feel safe in my school” 85% 7 <sup>th</sup> grade students – agree or strongly agree - “I try hard because I’m interested in my work” 85% 5 <sup>th</sup> grade students – all or most of the time - “Do you get to do interesting activities at your school?”	

[PLANNED ACTIONS / SERVICES](#)

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)

All schools  
spans: \_\_\_\_\_

Specific Schools: \_\_\_\_\_

Specific Grade

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

X New  Modified  Unchanged

New  Modified X Unchanged

New  Modified X Unchanged

**High Quality First Instruction (Tier 1)** LASD will provide a high quality and comprehensive instructional program that produces successful future ready students.

- ✓ LASD teachers will regularly provide opportunities for students to self assess their learning as part of a balanced assessment philosophy
- ✓ All teachers of English will be trained in small group instruction through a workshop model as a method for meeting individual student needs in literacy, including English language needs. New curriculum will be implemented.
- ✓ State and local data will be used at all levels to ensure that all students are making significant growth: CAASPP, iReady, Fountas and Pinnell
- ✓ Teachers will design engaging, multidisciplinary learning experiences for ALL students, based on principles and strategies for high quality first instruction

Certificated (a) & Classified (b) Salary and (c) Benefits  
Professional development (d)  
Instructional materials (e)

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

(1a) 16,875,221 (1b) 534,285  
(1c) 5,915,017  
(2a) 249,364 (2b) 105,411  
(2c) 110,346  
(3d) 19,775 (3e) 9,476

Amount

(1a) 17,381,478 (1b) 550,314  
(1c) 6,092,468  
(2a) 256,845 (2b) 108,573  
(2c) 113,656  
(3d) 20,368 (3e) 9,760

Amount

(1a) 17,902,922 (1b) 566,823  
(1c) 6,275,242  
(2a) 264,550 (2b) 111,831  
(2c) 117,066  
(3d) 20,979 (3e) 10,053

	(4e) 208,286		(4e) 214,535		(4e) 220,971
Source	(1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300 & 1100)	Source	(1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300 & 1100)	Source	(1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300 & 1100)
Budget Reference	(1a/b/c) object codes 1000-3000 (2a/b/c) object codes 1000-3000 (3e/4e) object code 4000 (3d) object code 5000	Budget Reference	(1a/b/c) object codes 1000-3000 (2a/b/c) object codes 1000-3000 (3e/4e) object code 4000 (3d) object code 5000	Budget Reference	(1a/b/c) object codes 1000-3000 (2a/b/c) object codes 1000-3000 (3e/4e) object code 4000 (3d) object code 5000

Action **1.2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Response to Intervention (Tier 2/Tier 3)</b> <input checked="" type="checkbox"/> Schools will develop and implement concrete plans and systems to respond to student needs		

✓ LASD will provide a rich summer school experience for our at risk learners: extended day K-5 and add grades 6-8  
 Certificated (a) & Classified (b) Salary and (c) Benefits  
 Supplementary instructional materials (d)  
 Professional development (e)

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>(1a) 95,789 (1b) 1,884,933 (1c) 955,972 (1d) 74,144            (2a) 1,512,074 (2c) 561,097 (2d) 427,105            (3a) 1,904,516 (3b) 1,238,884 (3c) 698,424            (4a) 67,500 (4b) 409,498 (4c) 121,908 (4d) 11,300 (4e) 700</p>	<p><b>Amount</b></p> <p>(1a) 98,662 (1b) 1,941,481 (1c) 953,703 (1d) 76,368            (2a) 1,557,436 (2c) 577,930 (2d) 439,918            (3a) 1,961,651 (3b) 1,276,051 (3c) 719,377            (4a) 69,525 (4b) 421,783 (4c) 125,565 (4d) 11,639 (4e) 721</p>	<p><b>Amount</b></p> <p>(1a) 101,623 (1b) 1,999,725 (1c) 982,314 (1d) 78,659            (2a) 1,604,159 (2c) 595,268 (2d) 453,116            (3a) 2,020,501 (3b) 1,314,332 (3c) 740,958            (4a) 71,611 (4b) 434,436 (4c) 129,332 (4d) 11,988 (4e) 743</p>
<p><b>Source</b></p> <p>(1) Federal Revenue Resource (3000-5999)            (2) General Fund/LCFF Base            (3) State Revenue Resource (6000-7999)            (4) Supplemental/Concentration</p>	<p><b>Source</b></p> <p>(1) Federal Revenue Resource (3000-5999)            (2) General Fund/LCFF Base            (3) State Revenue Resource (6000-7999)            (4) Supplemental/Concentration</p>	<p><b>Source</b></p> <p>(1) Federal Revenue Resource (3000-5999)            (2) General Fund/LCFF Base            (3) State Revenue Resource (6000-7999)            (4) Supplemental/Concentration</p>
<p><b>Budget Reference</b></p> <p>(1a/b/c/d) object codes: 1000-4000            (2a/c/d) object codes: 1000, 3000,4000            (3a/b/c) object codes: 1000-3000            (4a/b/c/d/e) object codes: 1000-5000</p>	<p><b>Budget Reference</b></p> <p>(1a/b/c/d) object codes: 1000-4000            (2a/c/d) object codes: 1000, 3000,4000            (3a/b/c) object codes: 1000-3000            (4a/b/c/d/e) object codes: 1000-5000</p>	<p><b>Budget Reference</b></p> <p>(1a/b/c/d) object codes: 1000-4000            (2a/c/d) object codes: 1000, 3000,4000            (3a/b/c) object codes: 1000-3000            (4a/b/c/d/e) object codes: 1000-5000</p>

**Action 1.3**

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

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified    X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified    X Unchanged
<b>School Climate</b> ✓ LASD will promote safe, positive, and supportive school environments at each of our campuses: teach, model, and reinforce appropriate behaviors; support students in social problem solving and empathy. Professional development		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 81,296.0	Amount: 83,735	Amount: 86,247
Source: General Fund/LCFF Base	Source: General Fund/LCFF Base	Source: General Fund/LCFF Base
Budget Reference: Object code: 5000	Budget Reference: Object code: 5000	Budget Reference: Object code: 5000

<input type="checkbox"/> New	<input type="checkbox"/> Modified	X Unchanged
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# Goal 2

Support teachers in their design of relevant learning experiences for all students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Teacher professional development needs to be relevant and personalized in order to best help teachers meet student needs. LASD teachers have requested consistency in program and support for implementation of initiatives. Feedback from teacher surveys indicates a need for support in ELA/ELD instruction and increased time for collaboration.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Survey	Academic standards efficacy 3.4/5.0 ELD standards efficacy 2.4/5.0	Academic standards efficacy 3.8/5.0 ELD standards efficacy 3.0/5.0	Academic standards efficacy 4.2/5.0 ELD standards efficacy 3.5/5.0	Academic standards efficacy 4.5/5.0 ELD standards efficacy 4.0/5.0

## Action 2.1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
LASD will ensure that teachers are supported to meet the individual learning needs of all students: ✓ LASD will utilize instructional support teachers to connect professional development to classroom practice ✓ Teachers will have collaboration time embedded within the work day to impact practice and improve student learning Certificated (a) Salary and (b) Benefits		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> (a) 19,966 (a) 2,827 (b) 196,709 (b) 62,064	<b>Amount</b> (a) 20,566 (a) 2,912 (b) 202,610 (b) 63,926	<b>Amount</b> (a) 21,183 (a) 2,999 (b) 208,689 (b) 65,844
<b>Source</b> (a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base	<b>Source</b> (a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base	<b>Source</b> (a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base
<b>Budget Reference</b> Object code: 1000 Object code: 3000	<b>Budget Reference</b> Object code: 1000 Object code: 3000	<b>Budget Reference</b> Object code: 1000 Object code: 3000

Action **2.2**

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

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
✓ LASD will increase professional development time, supported by ongoing coaching		

BUDGETED EXPENDITURES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	Amount	Amount
\$0	\$0	\$0
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **2.3**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
✓ LASD will create teacher cohorts and lab classrooms as innovative models for supporting teachers		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$0	Amount \$0	Amount \$0
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	X Unchanged
<b>Goal 3</b>	Engage staff, parents, and community members as learning partners.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2 X 3  4  5 X 6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Education is in a state of change throughout the world as we strive to prepare students for their futures. This brings about many changes in practices, reporting, content, strategies, etc. We must keep our stakeholders informed of these changes and engage them in learning about the “why” and “what” of our changing work with students.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rates	Parent EdTalks – 100 parents	Parent EdTalks – 150 parents	Parent EdTalks – 200 parents	Parent EdTalks –250 parents
Social Media Analytics	Facebook – 2333 page follows Twitter – 1668 followers	Facebook – 2500 page follows Twitter – 1800 followers	Facebook – 2700 page follows Twitter – 1900 followers	Facebook–2800 page follows Twitter – 2000 followers
Parent survey	163 respondents	200 respondents	250 respondents	300 respondents

**Action 3.1**

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

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
LASD will ensure that parents and community members are engaged and informed about district and school progress. ✓ Provide regular, relevant learning opportunities: Parent EdTalks, improved online presence ✓ Implement methods to engage the larger Los Altos community in student learning projects Supplies and professional development		

**BUDGETED EXPENDITURES**

2017-18

2018-19

2019-20

Amount

12,180  
91,091

Amount

12,545  
93,824

Amount

12,922  
96,638

Source

General Fund/LCFF Base

Source

General Fund/LCFF Base

Source

General Fund/LCFF Base

Budget Reference

Object code: 4000  
Object code: 5000

Budget Reference

Object code: 4000  
Object code: 5000

Budget Reference

Object code: 4000  
Object code: 5000

New

Modified

Unchanged

## Goal 4

Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

LASD strives to revolutionize learning by continuing to remain on the forefront of education. Students should experience a balanced educational program that includes innovative experiences with solid instructional practices. We are preparing students for a world that is not yet clear, so effective learning methodologies is critical.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Comprehensive plan in place that outlines knowledge, skills, and dispositions; including communication and growth monitoring plans.

Draft plans available on knowledge, skills, and dispositions.

Comprehensive plan complete. Communication begins.

Continue communication and begin growth assessment.

Fully implemented plan.

Schools exhibit student work/proof of learning creatively, highlighting student ownership.	Summer school exhibition of student work at the Los Altos History House.	Two schools create an exhibit at their site.	Four additional schools create an exhibit at their site.	All schools exhibit at their site.
Self-reflection for site principals and district leadership regarding student-centered decision-making.	Self-reflection survey will be done in fall of 2017 to generate baseline.			

Action **4.1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified    X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified    X Unchanged
LASD will create district and school site action plans for Education 3.0, a school model that will better prepare students for future ready learning. <input checked="" type="checkbox"/> LASD will clarify and then act upon the knowledge, skills, and dispositions we want every student in LASD to attain, identify ways to measure growth, and communicate this to all stakeholders <input checked="" type="checkbox"/> Schools will creatively display proof of learning through student exhibition of work that is thoughtfully curated and highlights deep student thinking and ownership		

✓ LASD will prioritize student-centered decision making in schools and classrooms and mitigate the impact of existing adult-centered structures or systems Certificated (a) Salary and (b) Benefits		
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**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
<b>Amount</b>	(a) 1,130,488 (b) 781,718 (a) 1,506,221 (b) 472,846	<b>Amount</b> (a) 1,164,403 (b) 805,170 (a) 1,551,408 (b) 487,031	<b>Amount</b> (a) 1,199,335 (b) 829,325 (a) 1,597,950 (b) 501,642
<b>Source</b>	(a, b) General Fund/LCFF Base (a, b) Local Revenue Resource 8000-9999	<b>Source</b> (a, b) General Fund/LCFF Base (a, b) Local Revenue Resource 8000-9999	<b>Source</b> (a, b) General Fund/LCFF Base (a, b) Local Revenue Resource 8000-9999
<b>Budget Reference</b>	(a) Object code: 1000 (b) Object code: 3000	<b>Budget Reference</b> (c) Object code: 1000 Object code: 3000	<b>Budget Reference</b> (d) Object code: 1000 Object code: 3000

Action **4.2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
LASD will investigate and evaluate teacher residency as a method to develop future teachers		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount      \$0	Amount      \$0	Amount      \$0
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **4.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
The LASD STEM program will fully integrate into all classrooms.		

Certificated (a) Salary and (b) Benefits Instructional Materials (c) Professional development (d)		
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**BUDGETED EXPENDITURES**

	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>
<b>Amount</b>	(a) 919,596 (b) 329,029 (c) 27,520 (d) 12,260	<b>Amount</b>	(a) 947,184 (b) 338,900 (c) 28,346 (d)12,628	<b>Amount</b>	(a) 975,599 (b) 349,067 (c) 29,196 (d)13,007
<b>Source</b>	Local Revenue Resource 8000-9999	<b>Source</b>	Local Revenue Resource 8000-9999	<b>Source</b>	Local Revenue Resource 8000-9999
<b>Budget Reference</b>	(a) Object code: 1000 (b) Object code: 3000 (c) Object code: 4000 (d) Object code: 5000	<b>Budget Reference</b>	(a) Object code: 1000 (b) Object code: 3000 (c) Object code: 4000 (d) Object code: 5000	<b>Budget Reference</b>	(a) Object code: 1000 (b) Object code: 3000 (c) Object code: 4000 (d) Object code: 5000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 722,581

Percentage to Increase or Improve Services:

2.2%

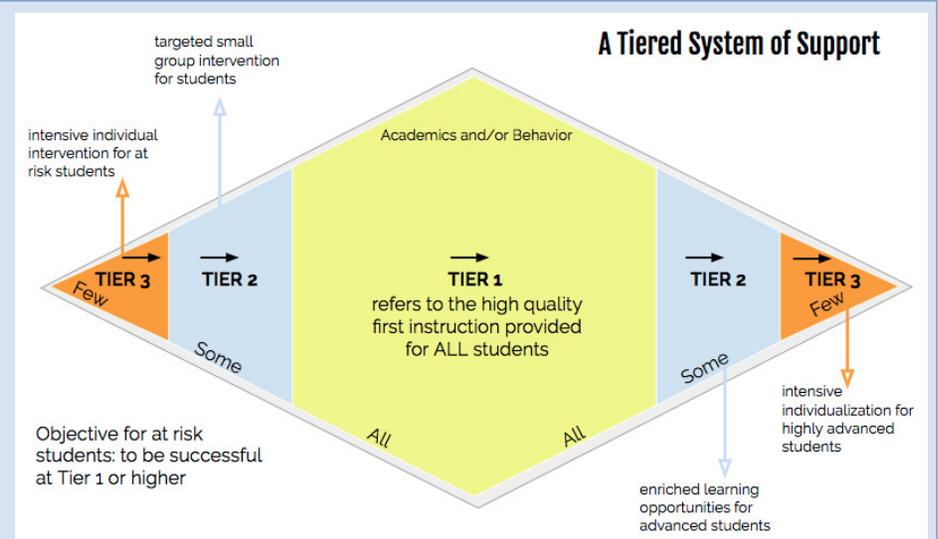
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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](#)).

## Sharpening our focus and implementing strategic actions to better support all students:

LASD is implementing a tiered approach to supporting all students' academic, behavioral, and social/emotional needs. All students need specific support, whether to bring them up to grade level academically, support development of a specific skill, or support to enrich and challenge them to continue to excel. This includes implementing a district-wide assessment plan to provide real time student achievement status and growth measures. Assessment results can be used to target individualized support that link students to strategic content at their level, whether below or above grade. Social-emotional monitoring and intervention is growing on a parallel track, linking students with expanded counseling services and community-based organizations across all tiers.

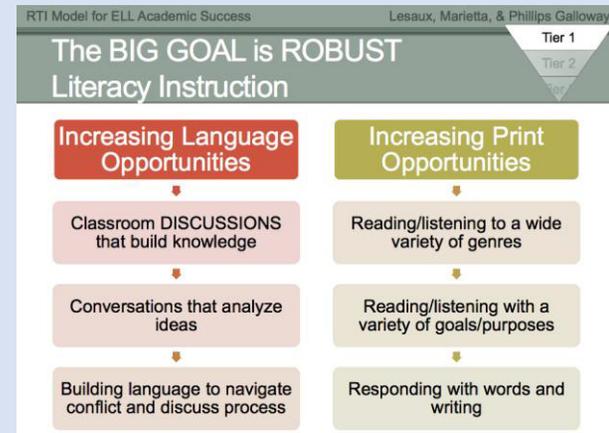
To better support our socio-economically disadvantaged, English learner, and students with disabilities, we will improve training and support for teachers around teaching a balanced literacy program grades TK-8. **(Goal 1: Actions/Services 1.1)** This will improve Tier 1 high quality first instruction, including integrated and designated English language development. For this support, we will hire Instructional Support Teachers to work directly with classroom teachers on the implementation of the literacy plan. This plan includes Teachers College Reading and Writing Project training on the structure of the Workshop Model, as well as the Units of Study in Reading and Writing. The balanced literacy plan also includes instruction in all 8 instructional contexts



from the Fountas and Pinnell Literacy Continuum:

The 8 Instructional Contexts
Interactive Read-Aloud and Literature Discussion
Shared and Performance Reading
Writing About Reading
Writing
Technological Communication
Oral and Visual Communication
Phonics, Spelling, and Word Study
Guided Reading

As a part of balanced literacy, teachers will focus on explicit goals for English learners:



To support high quality first instruction, LASD has invested in local assessments to monitor and support individual learning. Teachers are using the Fountas and Pinnell (F&P) Reading Benchmark Assessment two to three times per year with every student to monitor student growth in reading and provide explicit next steps for instruction on an individual basis. We have two internal goals using F&P data:

1. All students will read on grade level by the end of third grade.
2. All students will exit out of level Z on the A-Z reading levels by the end of 8<sup>th</sup> grade.

In addition, iReady is being used district wide in Reading and Math to both monitor growth and target instruction. Students take both assessments three times per year. In 17-18 LASD will be expanding the use of our new data analytics tool. All teachers will have access to this tool to see a comprehensive view of students. **(Goal 1: Actions/Services 1.1)**

In addition to improving quality first instruction, all schools will develop and implement concrete plans and systems to respond to student needs, Tier 2 and Tier 3. **(Goal 1: Actions/Services 1.2)** These plans should include supplemental support for students not making adequate progress in Tier 1. This may include push in or pull out services from English Language Specialists in small groups or individually, additional small group instruction in guided reading based on need, counseling services, behavior supports, a tutorial support period, etc.

To further support our unduplicated pupils, LASD will make both increases and improvements to our LASD Summer Academy. This includes adding an afternoon session for K-8 students, as well as math intervention and enrichment for 6-8 students. Our Summer Academy has always been a half-day K-6 program, so we are both extending the day and adding additional support to our older students to increase services. **(Goal 1: Actions/Services 1.2)** Students will have the opportunity to stay for the afternoon session at Summer Academy to experience engaging and enriching elective opportunities. In addition, we will be offering Elevate Math, “a summer intervention program that prepare students to

successfully complete their next level Common Core math course. Elevate's goal is to place the "on-the-bubble" students back on a college and career bound pathway". In addition to Elevate, LASD will be offering Jo Boaler's Youcubed Summer Math Camp, "focused on algebraic problem solving, the visualization of mathematics, and making connections between representations and ideas. Woven throughout the curriculum and teaching are the actions and messages that help students a growth mindset around mathematics".