

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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



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 4400 students in seven elementary and two junior high schools. 5.5% 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 grades 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 and STEM Career Night, 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, including the Los Altos Teachers Association. 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

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

Working closely with all stakeholders to align the Educational Blueprint and our LCAP and School Plans, our four goals were updated last year with new objectives for focused work over the next three years to improve outcomes for all students. We plan to continue the three-year plan of the work that was outlined in the 17-18 LCAP.

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 regular, relevant 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

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

Greatest Progress

One area of progress includes the good work taking place around high quality first instruction in literacy. School year 17-18 has been year one of new English language arts and English language development (ELD) curriculum being implemented K-8 throughout the district. Our focus this year has specifically been on reading, as well as English language development to support our English learners. This work has allowed us to better meet the needs of all students, including our English learners, students with disabilities, and socio-economically disadvantaged students. We have eight instructional support teachers (ISTs) for literacy working directly with classroom teachers at every school site. Their work with teachers has included professional development, modeling, coaching, planning, observation and non-evaluative feedback, and curriculum deep dives. They have focused much of their work around small group instruction, the workshop model, integrated and designated ELD, and data analysis. Looking at the data in a December 2017 teacher survey, 83% of teachers believe that working with an IST has improved their teaching and student learning. 90% of teachers value having access to an onsite IST when it's needed.



Another area of great progress includes using data to close the achievement gap. Specifically, LASD kindergarten teachers have been using common early literacy assessments to understand and mitigate the achievement gap that is seen starting in kindergarten. Knowing that the achievement gap is the smallest it will ever be in kindergarten, ISTs are coaching kindergarten teachers in targeted small group instruction to ensure that students are making adequate progress in letters, sounds, and high frequency words to be strong readers. In all other grade levels, teachers also use data to drive instruction through the professional learning community model of collaboration.

Over the last year, LASD has moved from “orange” suspension for students with disabilities in 15-16 to “green” in 16-17, making significant progress in our alignment regarding beliefs, processes, and procedures around suspending students with disabilities. Through this work we have come to a shared understanding that we ultimately want to change the behavior of students, not punish students for poor behavior. We no longer have any subgroup below green.

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






Greatest Needs

The area of greatest need is to better serve our socio-economically disadvantaged students in the areas of ELA and mathematics and our Hispanic students in the area of mathematics. Strengthening first core instruction allows us to better serve our Hispanic students and those who are socio-economically disadvantaged, the two areas defined on the CA Schools Dashboard as “yellow” and “orange” for ELA and mathematics. We will improve upon our work within literacy, extending the work from a reading and ELD focus to include writing and primary phonics. **(LCAP Goal 1)** In addition, we will be including early numeracy assessments in our assessment plan **(LCAP Goal 1)** and provide teachers with instructional support in the area of mathematics through targeted professional development, the development of common formative assessments, and the support of a STEM Instructional Support Teacher. **(LCAP Goal 2)**

In addition, teachers need support around teaching and learning 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)** We are fortunate to have excellent Instructional Support Teachers in place to work directly with classroom teachers on improving outcomes for students.

Besides improving first instruction in literacy and mathematics, we have plans to ensure that our summer school program for our most struggling students is more robust and targeted than ever before. Struggling students, with a priority for students with economic disadvantage, will have 8 weeks of daily, intensive reading intervention throughout summer using an evidence-based reading intervention curriculum. **(LCAP Goal 1)**

Performance Gaps

All Student Results	Subgroup Results
English Language Arts Achievement  Green	Socio-economically disadvantaged  Orange
Mathematics Achievement  Blue	Socio-economically disadvantaged  Orange
	Hispanic  Yellow

Students who are socio-economically disadvantaged and Hispanic students are the two subgroups identified on the CA Schools Dashboard as “yellow” or “orange” 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 concrete plans and systems to respond to student needs

*LASD will provide a rich summer school experience for our most at risk learners

Goal 2

*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

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

Increased or Improved services

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

Improvements to our summer school program for students include a registration priority for students with economic disadvantage and increased time, from 4 weeks to 8 weeks of summer. In addition the focus has narrowed to intensive reading intervention.

To ensure that all students have the opportunity to succeed in Los Altos School District, a Director of Student and Staff Services will work closely with district staff, principals, and teachers. This Director serves as the Homeless Liaison, works with principals and teachers around bullying prevention, and with families in need.

Details of increased and improved services can be found in the Demonstration of Increased or Improved Services for Unduplicated Pupils portion of this 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

\$ 63,434,322

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

\$ 40,102,630

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.

General Fund budget expenditures include Plant Services, District Administration, Debt Service, Health Services, Transportation and other centralized services not directly related to the district's LCAP goals.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 40,224,324

Annual Update

LCAP Year Reviewed: 2017-2018

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

Goal 1

Meet the individual learning needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Annual Measureable Outcomes

Expected

Actual

Appropriate teacher assignment: 100%
Instructional materials: good
Facilities: good

Appropriate teacher assignment: 100%
Instructional materials: good
Facilities: good

Suspension Rates
All .5%, SWD 2.3%

Suspension Rates
All .3%, SWD 1.7%

SBAC English Language Arts
All 89%, SED 56%, EL 47%

SBAC English Language Arts
All 86.6%, SED 41%, EL 44%

LASD Teacher Survey
Academic standards efficacy 3.8/5.0
ELD standards efficacy 3.0/5.0

LASD Teacher Survey
Academic standards efficacy 4.0/5.0
ELD standards efficacy 4.0/5.0

English Learner Progress
CA Dashboard "green"

English Learner Progress
CA Dashboard "blue"

iReady Diagnostic Reading
85% on or above grade level

iReady Diagnostic Reading
73% on or above grade level

Expected

Actual

115%+ avg. targeted growth

123% avg. targeted growth

School Attendance Rates
96%+

School Attendance Rates
97.19%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
High Quality First Instruction (Tier 1) LASD will provide a high quality and comprehensive instructional program that produces successful future ready students. <ul style="list-style-type: none"> ✓ 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)	High Quality First Instruction (Tier 1) <ul style="list-style-type: none"> ✓ LASD teachers will regularly provide opportunities for students to self assess their learning as part of a balanced assessment philosophy Within the workshop model of instruction in literacy, students have many opportunities to self-assess their skills and then set specific goals for improvement. Students and teachers use <i>learning progressions</i>, specific grade level expectations for each skill in reading, to clearly understand the grade level expectations for any skill and set goals on specific ways to improve in these skills. In addition to learning progressions, students use quality checklists in writing and rubrics in many subject areas that highlight expectations for projects and performance tasks. ✓ 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. 	(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 (4e) 208,286 (1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300) (1a/b/c) object codes 1000-3000	(1a) 17,457,605 (1b) 534,060 (1c) 5,941,921 (2a) 249,721 (2b) 170,651 (2c) 111,345 (3d) 24,872 (3e) 4,506 (4e) 282,064 (1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300) (1a/b/c) object codes 1000-3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Benefits Professional development (d)	<p>All teachers of English have been trained in the new reading curriculum, the Units of Study in Reading by Lucy Calkins. This training included training on the workshop model, including direct instruction mini-lessons, small group instruction, and one on one conferring. The Literacy Instructional Support Teachers have been working closely with classroom teachers in English language development, small group instruction, and conferring. Teachers were required to implement two of the four reading units this year, although many have indicated that they implemented all four units. In addition, English learners received daily ELD either during workshop time from the classroom teacher, pull-out or push in with the ELD specialist, or in grade level rotations.</p> <p>✓ State and local data will be used at all levels to ensure that all students are making significant growth: CAASPP, iReady, Fountas and Pinnell.</p> <p>All teachers, principals, school psychologists, and district office administrators have access to DataZone, a user-friendly data analytics tool. We are able to easily analyze all of the data we collect using DataZone. We present a data overview three times per year to the Board of Trustees, including overall performance and growth for all students and subgroups. After each testing period school level data is reviewed with the administrator team.</p> <p>✓ Teachers will design engaging, multidisciplinary learning experiences for ALL students, based on principles and strategies for high quality first instruction.</p> <p>Our STEM Instructional Support Teachers, along with our Literacy ISTs, work closely with classroom teachers in the design of instruction.</p>	<p>(2a/b/c) object codes 1000-3000</p> <p>(3e/4e) object code 4000</p> <p>(3d) object code 5000</p>	<p>(2a/b/c) object codes 1000-3000</p> <p>(3e/4e) object code 4000</p> <p>(3d) object code 5000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Some examples of engaging, multidisciplinary learning experiences include novel engineering projects, combining engineering, literacy, and 21st century skills, as well as non-fiction reading units embedded in history and science.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Response to Intervention (Tier 2/Tier 3)

- ✓ 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)

- ✓ Schools will develop and implement concrete plans and systems to respond to student needs

Schools are in the process of developing Tier 2 and Tier 3 intervention plans and school-wide systems to respond to student needs. Tier 2 is seen as a pre-teach, re-teach, or extension of the core curriculum; this occurs daily, typically within the homeroom classroom setting. Teachers are able to pull small groups as needed for a specific and targeted lesson to support students in the core instruction. Tier 3 instruction, needed for a very small number of students, is more foundational in nature, for students missing some important foundational skills needed to access the core instruction. The Tier 3 plans typically include a 2 or 3x weekly or sometimes daily dedicated Tier 3 intervention time, focused on foundational skills in math or reading. Progress is closely monitored to see growth and explicit areas of need.

- ✓ LASD will provide a rich summer school experience for our at risk learners: extended day K-5 and add grades 6-8

This past summer we offered an updated version of summer school. The goals included

(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

(1) Federal Revenue
Resource (3000-5999)

(2) General Fund/LCFF
Base

(3) State Revenue
Resource (6000-7999)

(4) Supplemental/
Concentration

(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:

(1a) 83,959 (1b) 1,918,898
(1c) 968,643 (1d) 57,039

(2a) 1,558,984 (2c)
624,780 (2d) 440,727

(3a) 1,942,606 (3b)
1,265,751 (3c) 727,196

(4a) 89,600 (4b) 418,871
(4c) 123,067 (4d) 11,300
(4e) 1,300

(1) Federal Revenue
Resource (3000-5999)

(2) General Fund/LCFF
Base

(3) State Revenue
Resource (6000-7999)

(4) Supplemental/
Concentration

(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:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	mitigating summer learning loss, focusing on reading, writing, and English language development. In addition to the traditional K-5 program, we expanded the offering to students in grade 6-8. Middle grade students participated in either the Elevate math program, designed to support students on the cusp of meeting standard in math, or a Jo Boaler math camp. These students focused on building a growth mindset around math instruction. All students were able to stay for an extended day program, with a variety of elective offerings. While we had increased attendance, it was difficult to measure the success of the different programs. We are correcting this for the coming year.	1000-5000	1000-5000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. Professional development	✓ 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. Every new teacher was trained in running a morning meeting, a component of Responsive Classroom, as a way to build empathy, empower students, and create a welcoming classroom and school community. In addition, school site representatives attended a PBIS (Positive Behavior Intervention and Supports) training that focused on modeling and supporting appropriate school wide	81,296 General Fund/LCFF Base Object code: 5000	159,830 General Fund/LCFF Base Object code: 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	behaviors. All district and school leaders reviewed Positive Behavior Intervention Plans, suspension philosophy and alternatives, and intervention strategies to support students. Through a \$100,000 grant from El Camino Hospital, Los Altos School District is contracting with Stanford Child and Adolescent Psychiatry to offer consultation services to our staff for those cases that require more acute levels of mental health needs. A member of the Stanford Child and Adolescent Psychiatry staff meets with Los Altos school psychologists weekly for consultation and guidance around the mental health and medical needs of the students. With permission, she will observe students and/or meet with parents to consult on a specific student.		

Analysis – Goal 1

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.

Actions and Services for year one of this goal were implemented as planned.

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

Improving high quality first instruction (Tier 1) continues to be an area of need. The actions and services around high quality first instruction within Goal 1 were written as year one of a three year plan. Improving Tier 1 instruction so that we can better meet the needs of all learners, including both our unduplicated pupils and high-achieving pupils, is critical. Having a systematic and high quality English language arts curriculum for reading this year, that includes self-assessment tools and methods as well as English language development, is proving effective for our unduplicated pupils as observed by our local data. The CAASPP scores currently displayed do not reflect the implementation of our work around goal 1, as it is one year lagging. Having district wide common assessments in Reading and Math has allowed us to identify students who may need additional support or intervention. Looking closely at our state and local data allows us to make instructional and programmatic shifts in real time for students.

It has been difficult to measure the effectiveness of our yearly summer school program due to its short timeframe, four weeks, and inconsistent.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The actual cost reflects the specific, eight Literacy Instructional Support teachers that were hired, including changes to benefit costs as part of the comprehensive salary. In addition to new Literacy ISTs, several new English Language Development specialists were hired and hours were increased based on student needs at each site. The Lottery amount significantly increased as well.

Action 2: Speech services was increased and summer school staff was increased, which included changes to benefit costs as part of the comprehensive salary.

Action 3: Through a grant, mental health services were increased.

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

Although overall dashboard rankings were green and blue for English Language Learners, English Language Arts, and mathematics there are still subgroups that are underperforming that received yellow rankings. This indicates a need to continue to hire highly qualified staff and provide targeted professional development. Next year the district will continue to offer both optional and required professional development and continue to develop, revise, and refine its hiring and onboarding processes. LASD will continue working on high quality Tier 1 instruction and align tier 2 and 3 plans across all school sites. In addition, LASD will be piloting a new summer

school partnership with the YMCA that will include a targeted focus on daily reading intervention by certificated teachers, using an evidence-based reading intervention curriculum. This intervention will last for 8 weeks over the course of the summer and serve our highest need students, with priority for students with socio-economic disadvantage. We will be able to measure progress for each student over the course of 8 weeks. The goal is not only to mitigate summer learning loss, but to improve the reading skills for each student.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Annual Measureable Outcomes

Expected

Actual

Teacher Survey

Academic standards efficacy 3.8/5.0

ELD standards efficacy 3.0/5.0

LASD Teacher Survey

Academic standards efficacy 4.0/5.0

ELD standards efficacy 4.0/5.0

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

LASD will ensure that teachers are supported to meet the individual learning needs of all

LASD hired eight Literacy Instructional Support Teachers (ISTs) to provide

(a) 19,966

(a) 15,290

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students:</p> <ul style="list-style-type: none"> ✓ 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 <p>Certificated (a) Salary and (b) Benefits</p>	<p>professional development and implementation support for our newly adopted reading and writing curriculum. In addition to the Literacy ISTs, our STEM teachers are transitioning into more of an IST role, providing coaching and professional development for teachers in the STEM areas.</p> <p>This year LASD implemented an early release model at our elementary schools, providing 75 minutes of dedicated collaboration time for teachers.</p>	<p>(a) 2,827 (b) 196,709 (b) 62,064 (a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base Object code: 1000 Object code: 3000</p>	<p>(a) 2,827 (b) 200,583 (b) 66,296 (a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base Object code: 1000 Object code: 3000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ✓ LASD will increase professional development time, supported by ongoing coaching 	<p>The work of instructional support teachers, both in Literacy and in STEM, has allowed the district to provide more professional learning opportunities through coaching. Coaches are doing model lessons, observing and providing non-evaluative feedback, and working with teachers weekly through collaboration time.</p>	<p>\$0</p>	<p>\$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
✓ LASD will create teacher cohorts and lab classrooms as innovative models for supporting teachers	No action yet	\$0	\$0

Analysis – Goal 2

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.

Actions and Services for year one of this goal were implemented as planned, with the exception of Action 3, teacher cohorts and lab classrooms. This will be an area of focus for the 18-19 school year.

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

83% of teachers indicated that working with an IST improved their teaching and 81% indicated that the IST support improved student learning. 90% of teachers value having an IST for support. We will have to wait and see if the CAASPP scores show a significant improvement for the work happening this year in English Language Arts.

85% of teachers report that collaboration time has had a positive impact on student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

There are no anticipated changes to this goal. LASD believes strongly that embedded professional development and on-going coaching, along with weekly collaboration time, are all imperative to improve student learning outcomes for students.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Annual Measureable Outcomes

Expected

Actual

Attendance Rates at Parent EdTalks – 150 attendees

240 attendees

Social media analytics: Facebook – 2500 page follows
Twitter – 1800 followers

Facebook – 2341 page follows; 2482 likes
Twitter – 1779 followers

Parent and staff survey participation – 200 respondents

91 respondents

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>LASD will ensure that parents and community members are engaged and informed about district and school progress.</p> <ul style="list-style-type: none"> ✓ Provide regular, relevant learning opportunities: Parent EdTalks, improved online presence ✓ Implement methods to engage the larger Los Altos community in student learning projects <p>Supplies and professional development</p>	<ul style="list-style-type: none"> ✓ Provide regular, relevant learning opportunities: Parent EdTalks, improved online presence <p>Two parent EdTalks were scheduled for the 2017-2018 school year: Readers Workshop and NGSS overview. Each EdTalk included strong teacher and staff participation in both presentation and discussion. STEM Career Night is also a community education event. In addition, LASD has been regularly updating both Facebook and Twitter, encouraging parents to follow and for teachers to communicate terrific classroom experiences.</p> <ul style="list-style-type: none"> ✓ Implement methods to engage the larger Los Altos community in student learning projects <p>One strong example of engaging the community in student learning comes from our STEM Career Days and Evening event. Local community members come to talk with students at the junior high schools about their STEM careers. Students have a choice in what they determine to learn about and the community engages directly with students through this process. At the evening event, three keynote speakers from the community discuss their impact on the STEM field.</p>	<p>12,180 91,091 General Fund/LCFF Base Object code: 4000 Object code: 5000</p>	<p>12,180 119,091 General Fund/LCFF Base Object code: 4000 Object code: 5000</p>

Analysis – Goal 3

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.

Actions and Services for year one of this goal were implemented as planned.

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

LASD continues to have poor levels of parent participation at district level events; however, school based events and hot topic events are very well attended. Twitter and Facebook seem to be effective ways to share good teaching and learning to the parent and broader community. We have made progress on community learning partnerships through STEM.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The consulting services budget was increased to assist with district-wide communication, including website updates, email updates, parent education events, and short and long term strategic planning around communication.

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: We did not meet our metrics around community engagement. LASD's online presence has certainly grown, but does fall just short of our goal. There is no anticipated change to our goal, action, or service.

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 Priorities: 4,5

Annual Measureable Outcomes

Expected

Actual

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

The plan for our LASD Portrait of a Learner is being finalized and will be complete and communication will begin by the end of the 17-18 school year, with broad stakeholder engagement in early 2018-2019.

Schools exhibit student work/proof of learning creatively, highlighting student ownership.

Summer school exhibited at the Los Altos History House throughout summer and Almond School created an exhibit of student learning during the school year.

Self-reflection for site principals and district leadership regarding student-centered decision-making.

The self-reflection was not completed this year.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

- ✓ 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

LASD is finalizing the knowledge, skills, and dispositions as part of our Portrait of a Learner initiative. It is almost finalized and will include broad stakeholder engagement, and communication.

(a) 1,130,488
(b) 781,718
(a) 1,506,221
(b) 472,846
(a, b) General Fund/LCFF Base
(a, b) Local Revenue Resource 8000-9999
(a) Object code:

(a) 1,153,097
(b) 797,352
(a) 1,451,161
(b) 456,195
(a, b) General Fund/LCFF Base
(a, b) Local Revenue Resource 8000-9999
(a) Object code:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>that is thoughtfully curated and highlights deep student thinking and ownership</p> <p>✓ LASD will prioritize student-centered decision making in schools and classrooms and mitigate the impact of existing adult-centered structures or systems</p> <p>Certificated (a) Salary and (b) Benefits</p>	<p>✓ Schools will creatively display proof of learning through student exhibition of work that is thoughtfully curated and highlights deep student thinking and ownership</p> <p>Summer school exhibited at the Los Altos History House throughout summer and Almond School created an exhibit of student learning during the school year.</p> <p>✓ LASD will prioritize student-centered decision making in schools and classrooms and mitigate the impact of existing adult-centered structures or systems</p> <p>LASD continues to discuss this topic and challenge when adult-focused decisions are being made. More work needs to be done here.</p>	<p>1000</p> <p>Object code: 3000</p>	<p>1000</p> <p>Object code: 3000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>LASD will investigate and evaluate teacher residency as a method to develop future teachers</p>	<p>Little action has been taken with this planned action and service.</p>	<p>\$0</p>	<p>\$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The LASD STEM program will fully integrate into all classrooms.</p> <p>Certificated (a) Salary and (b) Benefits</p>	<p>Step one of the transition plan for STEM integration has been morphing the role of the STEM teacher to STEM Instruction Support Teacher, IST. The STEM ISTs are teaching less and doing more coaching</p>	<p>(a) 919,596</p> <p>(b) 329,029</p> <p>(c) 27,520</p> <p>(d) 12,260</p> <p>Local Revenue</p>	<p>a) 842,838</p> <p>b) 301,737</p> <p>c) 27,088</p> <p>d) 12,260</p> <p>Local Revenue</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Materials (c) Professional development (d)	and planning with classroom teachers. The mantra is <i>STEM is what we do, not where we go</i> . Our schools also have maker carts available for classroom use so that STEM can occur anywhere. Classroom teachers are building capacity to integrate STEM into many subject areas.	Resource 8000-9999 (a) Object code: 1000 (b) Object code: 3000 (c) Object code: 4000 (d) Object code: 5000	Resource 8000-9999 a) Object code: 1000 b) Object code: 3000 c) Object code: 4000 d) (d) Object code: 5000

Analysis – Goal 4

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.

Actions and Services for year one of this goal were implemented as planned, except for the work around investigating teacher residency.

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

Great progress has been made overall, especially in the area of STEM integration and our work on identifying our Portrait of a Learner profile in LASD.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

There is no anticipated change to our goal, action, or service.

Stakeholder Engagement

LCAP Year: 2017-2018

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 (LATA) and classified bargaining (CSEA) 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) – November 16, 2017, February 15, 2018, April 19, 2018, May 10, 2018: Standardized Assessment Results, Language Proficiency Test Results, Reclassification Criteria, LCAP goal review

Curriculum Council - November 13, 2017, January 29, 2018, March 5, 2018, April 23, 2018, May 14, 2018: future ready student work, math program study, LCAP goal review

Budget Review Committee – March 15, April 19, 2018, May 24, 2018 - LCAP feedback and draft reviews

Administrative Council – August 22, 2017, October 17, 2017, March 20, 2018, April 24, 2018 – 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 – LCAP goals review

LASD Staff (includes Los Altos Teacher Association and California School Employees Association) – March 16, 2018 input survey via email link

Los Altos Teacher Association – March 26, 2018 meeting with Rep Council about LCAP, May 14, 2018 Rep Council feedback session

LASD parent community – March 16, 2018 email from the Superintendent – input survey

Junior High School Student LCAP Feedback Meeting – May 18, 2016 – group feedback sessions on goals and services

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 stakeholder consultations of the group as outlined above.

Goal 1: Meet the individual needs of all students.

The feedback from stakeholders regarding our work around literacy has included a want for training around writing, in addition to refining the work in reading, and a need for phonics, grammar, and vocabulary instruction. 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.

There was strong feedback from teacher and administrator stakeholders regarding continued support from instructional support teachers in literacy and mathematics. In addition, teachers and administrators want ongoing support for embedded collaboration time.

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

Parents have requested more site-based learning opportunities.

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 conversation with Curriculum Council around the knowledge, skills, and dispositions desired for all students has been robust. There has been consistent feedback from administrators and parents asking for STEM integration into junior high schools, beyond elective courses.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Meet the individual learning needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

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 Measureable 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	Appropriate teacher assignment: 100% Instructional materials: good Facilities: good	Appropriate teacher assignment: 100% Instructional materials: good Facilities: good	Appropriate teacher assignment: 100% Instructional materials: good Facilities: good

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rates	All .5%, SWD 2.3%	All .5%, SWD 2.3%	All .5%, SWD 2.3%	All .5%, SWD 2.3%
SBAC ELA	All 87%, SED 46%, EL 41%	All 89%, SED 56%, EL 47%	All 89%, SED 45%, EL 52%	All 90%, SED 60%, EL 55%
English Learner Reclassification Rate	19.8%	22.2%	24%	26%
English Learner Progress	CA Dashboard "Yellow"	CA Dashboard "Green"	CA Dashboard "Blue"	CA Dashboard "Blue"
ELA Achievement: Socio-economically Disadvantaged Subgroup		CA Dashboard "Orange"	CA Dashboard "Yellow"	CA Dashboard "Green"
Math Achievement: Socio-economically Disadvantaged Subgroup		CA Dashboard "Orange"	CA Dashboard "Yellow"	CA Dashboard "Green"
School Attendance Rates	96.74%	96%+	96%+	96%+
Social Emotional Survey	I actively participate in class discussions. 68.5% I feel like I belong at this school. 78.2% I feel safe at my school. 81.2%	N/A	I actively participate in class discussions. 72% I feel like I belong at this school. 80% I feel safe at my school. 85%	I actively participate in class discussions. 78% I feel like I belong at this school. 85% I feel safe at my school. 90%
LASD 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

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

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)

2018-19 Actions/Services

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, and early literacy and numeracy assessments
- ✓ 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)

2019-20 Actions/Services

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, and early literacy and numeracy assessments
- ✓ 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

Year	2017-18	2018-19	2019-20
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Year	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 (4e) 208,286	(1a) 17,059,086 (1b) 394,316 (1c) 6,182,739 (2a) 786,381 (2b) 174,860 (2c) 343,659 (3d) 24,872 (3e) 3,708 (4e) 216,326	(1a) 17,570,859 (1b) 406,145 (1c) 6,368,221 (2a) 809,972 (2b) 180,106 (2c) 353,969 (3d) 25,618 (3e) 3,819 (4e) 222,816
Source	(1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300)	(1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300)	(1) General Fund/LCFF Base (2) Supplemental/ Concentration (3) Federal Revenue Resource (3000-5999) (4) Lottery (U/R) (6300)
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	(1a/b/c) object codes 1000-3000 (2a/b/c) object codes 1000-3000 (3e/4e) object code 4000 (3d) object code 5000	(1a/b/c) object codes 1000-3000 (2a/b/c) object codes 1000-3000 (3e/4e) object code 4000 (3d) object code 5000

Action 2

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Response to Intervention (Tier 2/Tier 3)

- ✓ 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)

Response to Intervention (Tier 2/Tier 3)

- ✓ 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 – 8 week targeted reading intervention K-8

Certificated (a) & Classified (b) Salary and (c) Benefits

Supplementary instructional materials (d)

Professional development (e)

Response to Intervention (Tier 2/Tier 3)

- ✓ 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 – 8 week targeted reading intervention K-8

Certificated (a) & Classified (b) Salary and (c) Benefits

Supplementary instructional materials (d)

Professional development (e)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

(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

(1a) 85,577 (1b) 1,980,331 (1c) 1,090,695 (1d) 48,655
 (2a) 1,578,091 (2c) 497,068 (2d) 260,830
 (3a) 2,037,130 (3b) 1,333,645 (3c) 760,381
 (4a) 89,600 (4b) 10,000 (4c) 14,583 (4d) 11,300 (4e) 100,000

(1a) 88,144 (1b) 2,039,741 (1c) 1,123,416 (1d) 50,115
 (2a) 1,625,434 (2c) 511,980 (2d) 268,655
 (3a) 2,098,244 (3b) 1,373,654 (3c) 783,192
 (4a) 92,288 (4b) 10,300 (4c) 15,020 (4d) 11,639 (4e) 103,000

Year	2017-18	2018-19	2019-20
Source	(1) Federal Revenue Resource (3000-5999) (2) General Fund/LCFF Base (3) State Revenue Resource (6000-7999) (4) Supplemental/Concentration	(1) Federal Revenue Resource (3000-5999) (2) General Fund/LCFF Base (3) State Revenue Resource (6000-7999) (4) Supplemental/Concentration	(1) Federal Revenue Resource (3000-5999) (2) General Fund/LCFF Base (3) State Revenue Resource (6000-7999) (4) Supplemental/Concentration
Budget Reference	(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	(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	(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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

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.
- Professional development

2018-19 Actions/Services

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.
- Professional development

2019-20 Actions/Services

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.
- Professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	81,296	289,990	298,690
Source	General Fund/LCFF Base	General Fund/LCFF Base	General Fund/LCFF Base
Budget Reference	Object code: 5000	Object code: 5000	Object code: 5000

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2

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 Measureable 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 4.5/5.0 ELD standards efficacy 4.2/5.0	Academic standards efficacy 4.5 /5.0 ELD standards efficacy 4.5/5.0

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	(a) 19,966 (a) 2,827 (b) 196,709 (b) 62,064	(a) 15,290 (a) 2,827 (b) 206,568 (b) 73,094	(a) 15,749 (a) 2,912 (b) 212,765 (b) 75,287
Source	(a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base	(a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base	(a) Federal Revenue Resource (3000-5999) (b) General Fund/LCFF Base
Budget Reference	Object code: 1000 Object code: 3000	Object code: 1000 Object code: 3000	Object code: 1000 Object code: 3000

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

✓ LASD will increase professional development time, supported by ongoing coaching

2018-19 Actions/Services

✓ LASD will increase professional development time, supported by ongoing coaching

2019-20 Actions/Services

✓ LASD will increase professional development time, supported by ongoing coaching

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference			

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- ✓ LASD will create teacher cohorts and lab classrooms as innovative models for supporting teachers

2018-19 Actions/Services

- ✓ LASD will create teacher cohorts and lab classrooms as innovative models for supporting teachers

2019-20 Actions/Services

- ✓ LASD will create teacher cohorts and lab classrooms as innovative models for supporting teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$0	\$15000	\$15000
Source		General Fund/LCFF Base	General Fund/LCFF Base
Budget Reference		Object code: 1000	Object code: 1000

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

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 Measureable 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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	12,180 91,091	12,180 119,091	12,545 122,664
Source	General Fund/LCFF Base	General Fund/LCFF Base	General Fund/LCFF Base
Budget Reference	Object code: 4000 Object code: 5000	Object code: 4000 Object code: 5000	Object code: 4000 Object code: 5000

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

Unchanged Goal

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 Priorities: 5, 6

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 Measureable 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	Draft plans available on knowledge, skills, and dispositions.	Comprehensive plan complete. Communication begins.	Continue wide communication plan and consider instructional implications.	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.	Summer school exhibition of student work at the Los Altos History House.	Two schools create an exhibit at their site.	Four schools exhibit at their site.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

Certificated (a) Salary and (b) Benefits

2018-19 Actions/Services

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

Certificated (a) Salary and (b) Benefits

2019-20 Actions/Services

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

Certificated (a) Salary and (b) Benefits

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	(a) 1,130,488 (b) 781,718 (a) 1,506,221 (b) 472,846	a) 1,359,074 b) 297,068 a) 1,081,948 b) 333,764	a) 1,399,846 b) 305,980 a) 1,114,406 b) 343,777
Source	(a, b) General Fund/LCFF Base (a, b) Local Revenue Resource 8000-9999	(a, b) General Fund/LCFF Base (a, b) Local Revenue Resource 8000-9999	(a, b) General Fund/LCFF Base (a, b) Local Revenue Resource 8000-9999
Budget Reference	a) Object code: 1000 b) Object code: 3000	a) Object code: 1000 b) Object code: 3000	a) Object code: 1000 b) Object code: 3000

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

LASD will investigate and evaluate teacher residency as a method to develop future teachers

2018-19 Actions/Services

LASD will investigate and evaluate teacher residency as a method to develop future teachers

2019-20 Actions/Services

LASD will investigate and evaluate teacher residency as a method to develop future teachers

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

The LASD STEM program will fully integrate into all classrooms.

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

2018-19 Actions/Services

The LASD STEM program will fully integrate into all classrooms.

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

2019-20 Actions/Services

The LASD STEM program will fully integrate into all classrooms.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) 919,596 b) 329,029 c) 27,520 d) 12,260	a) 869,186 b) 307,865 c) 27,092 d) 8,760	a) 895,262 b) 317,101 c) 27,905 d) 9,023
Source	Local Revenue Resource 8000-9999	Local Revenue Resource 8000-9999	Local Revenue Resource 8000-9999
Budget Reference	(a) Object code: 1000 (b) Object code: 3000 (c) Object code: 4000 (d) Object code: 5000	(a) Object code: 1000 (b) Object code: 3000 (c) Object code: 4000 (d) Object code: 5000	(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

Estimated Supplemental and Concentration Grant Funds:

\$ 722,581

Percentage to Increase or Improve
Services: 15496...

2.2%

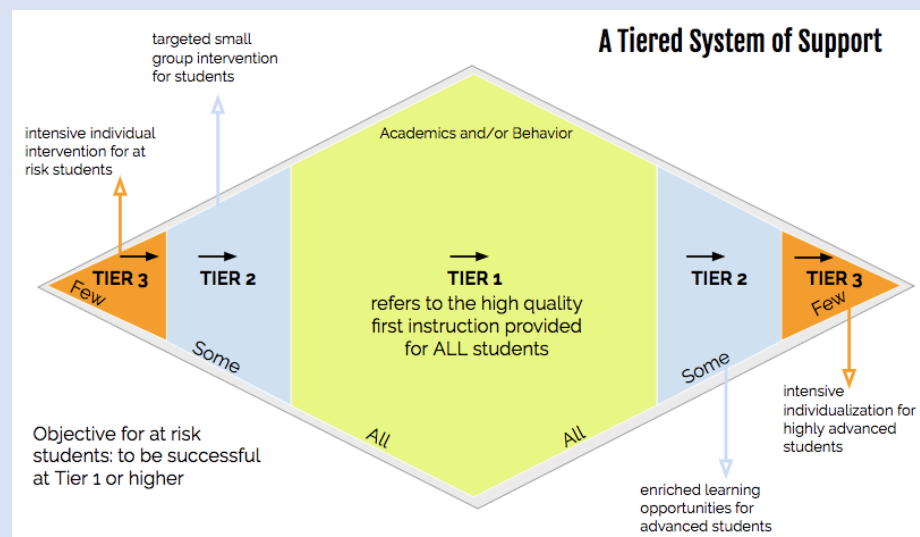
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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:

The 8 Instructional Contexts

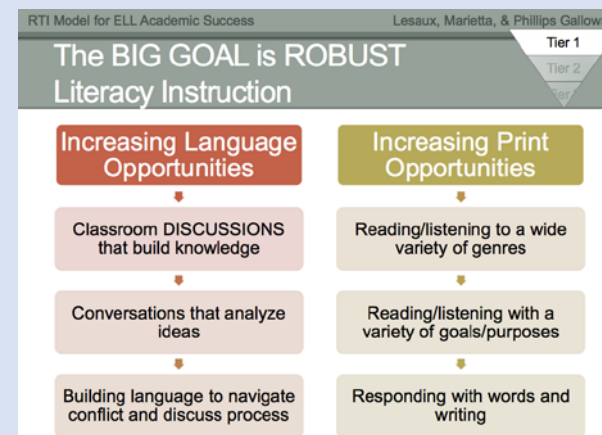
LASD is implementing a tiered approach to supporting all students' academic, behavioral, and social/emotional needs. All students need specific support, whether to bring them up to grade level academically, support development of a specific skill, or support to enrich and challenge them to continue to 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:

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

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



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 8th 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".

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

\$ 1,037,739

Percentage to Increase or Improve Services

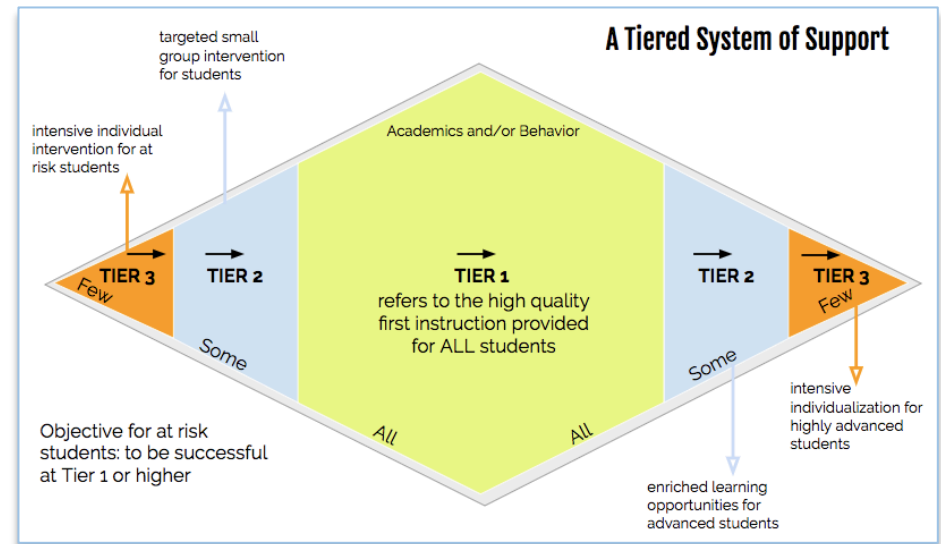
3.07%

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).

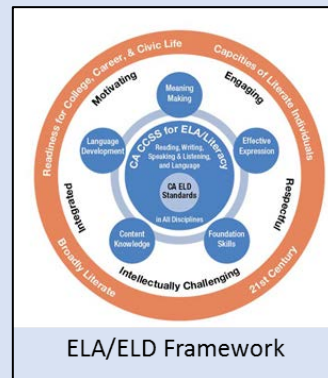
Sharpening our focus and implementing strategic actions to better support all students:

LASD continues 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 work 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 level. 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 foster youth, we will improve training and support teachers around teaching a balanced literacy program grades TK-8, including phonics, grammar, and word study. **(Goal 1: Action 1)** This will improve Tier 1 high quality first instruction, including integrated and designated English language development as described in the California ELA/ELD framework. We will utilize Literacy Instructional Support Teachers to work directly with classroom teachers on the implementation of the literacy plan. Professional development will continue around reading and The Teachers College Reading and Writing Project will be training teachers in writing, including grammar. **(Goal 2: Actions 1 and 2)**



To better support our socio-economically disadvantaged, English learners, and foster youth, we will improve training and support teachers around mathematics through the use of STEM Instructional Support Teachers. **(Goal 2: Actions 1 and 2)** This will improve Tier 1 high quality first instruction in mathematics, with a focus on using early numeracy assessments in the primary grades and short, frequent common formative assessments around key concepts across grade levels. **(Goal 1: Action 1)**

In addition to improving quality first instruction, all schools are developing and implementing concrete plans and systems to respond to student needs, Tier 2 and Tier 3. **(Goal 1: Action 2)** These plans include supplemental supports for students not making adequate progress in Tier 1. Teachers implement Tier 2 instruction, pre-teach and reteach instruction, to small groups of students often within the classroom setting. Schools may implement system-wide supports for Tier 3 instruction for the few students who need this level of intensive intervention.

To further support our unduplicated pupils, LASD will increase time and improve outcomes of the district summer school program. **(Goal 1: Action 2)** The new summer program, Challenger Camp, will increase from 4 weeks to 8 weeks over summer and include daily, targeted reading intervention using the Fountas and Pinnell Leveled Literacy Intervention curriculum. The summer program will be a full day summer camp-like

program, including breakfast and lunch, for the entirety of the 8 weeks. Challenger Camp will serve 125 of our most at-risk students, with a priority on those with economic disadvantage. In addition to Challenger Camp, qualified rising grade 6-8 students will participate in Elevate Math, “a summer intervention program that prepares 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”.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?