

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: *Los Altos Elementary School District*

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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> ● Community meeting to review strengths and weaknesses of our current LASD program and identify opportunities for improvement <ul style="list-style-type: none"> ○ Involved a broad range of community members: parents, seniors, teachers, government, administration ● Goals and objectives drafted and reviewed by educational blueprint committee ● Written input from community was considered in the drafting of final goals and objectives ● Goals and objectives are reviewed regularly at meetings of the LASD Board of Trustees <p>The Los Altos School District held a number of meetings to gather input from the community. The schedule of meetings is below. The draft plan was shared with our stakeholder groups with the final step being an open forum at a Board meeting two weeks prior to LCAP Board approval.</p> <ul style="list-style-type: none"> ● Administrative Council: 4/21/15 ● Curriculum Council: 2/23/15, 4/20/15 ● District English Learner Advisory Committee: 2/12/15; 5/28/15 ● Budget Review Committee: 4/16/15, 5/14/15 	<p>Each stakeholder group had an opportunity to submit thoughts and considerations within the 8 state priorities. The LCAP plan is written taking into account the LASD Blueprint goals as well as suggestions from our stakeholders on programs and progress monitoring. Stakeholder groups were particularly concerned about and supportive of increased professional development for teachers, including specialized professional development for EL instruction.</p>

<p>Annual Update:</p> <ul style="list-style-type: none">• Community input through various committees• Goals and objectives are reviewed regularly at meetings of the LASD Board of Trustees	<p>Annual Update:</p> <p>The first step in re-authoring the LCAP for the 15-16 school year was to review the current year's LCAP. This annual update process went through the same committees mentioned above. Participants reviewed prior goals to assess progress and/or completion. Participants were then asked to identify the LASD Educational Blueprint goals that the LCAP goals/objectives best aligned to in an effort to assist with the development of the 15-16 LCAP. Participants also agreed to limit the number of goals in 15/16 to those best aligned with district's Blueprint goals.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	1. Meet the individual learning needs of all students		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6_X 7_X 8_X COE only: 9__ 10__ Local: Specify _____	
Identified Need:	At the heart of our school district is the desire to see each child realize his/her potential.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including SBAC results, the number of students requiring summer school, students requiring special education services, and rate of reclassification of English Learner students.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Ensure meaningful formative feedback is included as a constant in student/teacher interactions. <ul style="list-style-type: none"> Implement the new Learning Management System (Haiku Learning) as a vehicle to provide more meaningful formative information on student learning Provide training and support for teachers in the areas of formative assessment and standards-based grading 	All Schools	_X_ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$25,000 (yearly subscription fees for Haiku Learning) [Fund-Resource-Cost Center-Object: 060-7405-740500-5800]	
Develop a communication process that allows teachers, students and parents to utilize actionable feedback about each child's learning. <ul style="list-style-type: none"> Implement the new Learning Management System (Haiku Learning) as 	All Schools	_X_ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$25,000 (yearly subscription fees for Haiku	

<i>supplement/replacement for report cards</i> <ul style="list-style-type: none"> • <i>Reconsider the purpose and rationale for such events as Parent-Teacher Conferences, Back To School Night, and Open House to create new opportunities for meaningful communication around learning</i> 			Learning)
Provide remedial instruction through a needs-based Summer School program.	All Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$135,000 [010-0000-018700-1000 thru 4000]
Regularly incorporate small group instruction as a method for meeting individual student needs. <ul style="list-style-type: none"> • <i>Generate common understanding of the LASD definition of small group instruction and increase its use in all grade levels</i> • <i>Gain baseline data as to the use of effective small group instruction based on core content areas – ELA, Math, Science, Social Studies</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$136,000 [010-0000-017500-2000 thru 3000]
Design learning opportunities that allow for student choice and passion. <ul style="list-style-type: none"> • <i>Continued examination of JH elective classes to ensure they are meeting student needs</i> • <i>Offer Student EdCon</i> • <i>Continue to offer student events such as the LASD Film Festival and STEM showcase</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500 (student events) [010-0000-010500-4310]

<p>Ensure meaningful formative feedback is included as a constant in student/teacher interactions.</p> <ul style="list-style-type: none"> Expand standards-based grading across the district to include elective areas Haiku Learning used as the sole mechanism for reporting of student learning 	All Schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$25,000 (yearly subscription fees for Haiku Learning)
<p>Develop a communication process that allows teachers, students and parents to utilize actionable feedback about each child's learning.</p> <ul style="list-style-type: none"> Make changes to events such as Parent-Teacher Conferences, Back To School Night, and Open House to create new opportunities for meaningful communication around learning 	All Schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$25,000 (yearly subscription fees for Haiku Learning)
<p>Provide remedial instruction through a needs-based Summer School program.</p>	All Schools	<p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$140,000
<p>Regularly incorporate small group instruction as a method for meeting individual student needs.</p> <ul style="list-style-type: none"> Increase the use of small group instruction across grade levels based on data gathered in 2015-2016 in core content areas – ELA/ELD, Math, Science, Social Studies 	All Schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners</p> <p><u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient</p> <p><u> X </u> Other Subgroups:(Specify) <u> Special Education </u></p>	\$141,000
<p>Design learning opportunities that allow for student choice and passion.</p> <ul style="list-style-type: none"> Continued examination of JH elective classes to ensure they are meeting student needs Bring back Student EdCon 	All Schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	\$16,000 (student events)

	<ul style="list-style-type: none"> Continue to offer student events such as the LASD Film Festival and STEM showcase 			
Provide professional development opportunities for teachers and instructional leaders to enhance their understanding of new instructional frameworks and the applicability to student learning <i>Enroll teachers and administrators in PD offerings (such as county-sponsored Access for All)</i>	All Schools; Almond, Covington , Egan, Santa Rita	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60,000 [010-0000-012800-1000 thru 3000]	
Ensure a guaranteed and viable curriculum and assessment system is in place to support student learning.	All Schools	<u>X</u> ALL ----- OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Special Education</u>	\$257,000	
<ul style="list-style-type: none"> Implement newly purchased ELA/ELD materials and resources Implement NGSS with newly purchased resources ensuring the materials support both English Learner and Special Education students Full implementation of common assessment system Provide differentiated instruction as needed for EL students 	Almond, Covington Egan, Santa Rita		\$83,000	
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including SBAC results, students requiring summer school, students requiring special education services, and rate of reclassification of English Learner students.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>Ensure meaningful formative feedback is included as a constant in student/teacher interactions.</p> <ul style="list-style-type: none"> • <i>Monitor the effectiveness of the LMS as a tool for formative feedback, adjust accordingly</i> 	All Schools	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	\$25,000 (yearly subscription fees for Haiku Learning)
<p>Develop a communication process that allows teachers, students and parents to utilize actionable feedback about each child's learning.</p> <ul style="list-style-type: none"> • <i>Monitor the effectiveness of newly developed communication process, adjust accordingly</i> • <i>Seek parental input on further refinements to the communication process through the use of Curriculum Council, School and District ELAC</i> 	All Schools	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	\$25,000 (yearly subscription fees for Haiku Learning)
<p>Regularly incorporate small group instruction as a method for meeting individual student needs.</p> <ul style="list-style-type: none"> • <i>Expand the expectation of small group instruction into elective areas</i> 	All Schools	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	\$146,000
<p>Provide remedial instruction through a needs-based Summer School program.</p>	All Schools	<p><u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	\$144,000

GOAL:	2. Support teachers in their design of relevant learning experiences for all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Teacher professional development needs to be relevant and personalized in order to best help them meet student needs.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including appropriate teacher assignments and credentialing (Williams Report compliance), teacher retention rates, staff satisfaction, and teacher participation rates in key professional development activities.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Create a structure and process to facilitate teacher-to-teacher observations. <ul style="list-style-type: none"> • <i>Expansion and formalization of the use of 3 PLP days that each teacher is provided.</i> • <i>Development of a repository of model classroom practices across the district</i> • <i>Expand and restructure the instructional coaching model to better support teachers in their design of learning experiences</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$90,000 (substitute costs) [010-0000-018100-1150 thru 3000]	
Provide opportunities for teachers to create & strengthen professional learning networks <ul style="list-style-type: none"> • <i>Utilize twitter as a tool to connect educators across LASD and external to LASD</i> • <i>Include collaboration and connection of educators in district-wide professional development experiences.</i> • <i>Expand the use of the LASD Learning Principles to focus professional</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 [010-0000-018100-1100 thru 3000]	

<i>development and provide coherence for teachers</i> <ul style="list-style-type: none"> <i>Pilot the use of Haiku Learning as a means of delivering personalized, online professional development</i> 			
Ensure that all teachers are assigned appropriately and are fully credentialed – goal 100%—and that students have sufficient access to standards-based instructional materials and that all facilities are in good repair.		All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Improvement in key performance indicators teacher retention rates, staff satisfaction, and teacher participation rates in key professional development activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a structure and process to facilitate teacher-to-teacher observations. <ul style="list-style-type: none"> <i>Examine and expand the restructured coaching model to identify the next layer of need for site-based instructional coaches</i> <i>Monitor and evaluate the use of teacher PLP release days and the impact on instructional practices (and student learning outcomes)</i> 	All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$93,000 (substitute costs)
Provide opportunities for teachers to create & strengthen professional learning networks <ul style="list-style-type: none"> <i>Expand the use of Haiku Learning to deliver personalized professional development</i> <i>Expand the use of badging within Haiku Learning as a means of encouraging and</i> 	All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$26,000

acknowledging our teacher leaders <ul style="list-style-type: none"> Consider the complete re-imagining of professional learning/development – explore better uses of the school district calendar, teacher work days, PD days, minimum days – to provide a more meaningful PD experience that is both personalized and revolutionary 			
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Improvement in key performance indicators teacher retention rates, staff satisfaction, and teacher participation rates in key professional development activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a structure and process to facilitate teacher-to-teacher observations. <ul style="list-style-type: none"> Examine and expand the restructured coaching model to identify the next layer of need for site-based instructional coaches Monitor and evaluate the use of teacher PLP release days and the impact on instructional practices (and student learning outcomes) 	All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$96,000
Provide opportunities for teachers to create & strengthen professional learning networks <ul style="list-style-type: none"> Implementation of a re-imagined professional learning/development system to provide a more meaningful PD experience that is both personalized and revolutionary 	All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$27,000

GOAL:	3. Engage staff, parents and community members as learning partners			Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	The community of LASD has a tremendous amount of untapped resources that can be used to maximize student learning.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including parent participation and satisfaction survey results.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Engage staff, parents and community members in their areas of interest/expertise to support our students in learning. <ul style="list-style-type: none"> Continue to partner with LAEF to match community resources to the district vision Develop a pool of community experts in related fields to bring those experts into the classrooms to share and teach real-world skills and applications. 	All Schools	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	0 [done by in-house staff]	
Inform all stakeholders in the community about Los Altos School District's progress. <ul style="list-style-type: none"> Maximize the use of Haiku Learning to keep parents and community informed of key happenings across the district. 	All Schools	<u> X </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$25,000 (yearly subscription fees for Haiku Learning) [Fund-Resource-	

			Cost Center-Object: 060-7405-740500-5800]
Periodically communicate with parents and community members about district programs, activities, and issues	All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$65,000 [010-0000-071800-4000 thru 5000]
Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking	All Schools	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$15,000 [010-0000-017090-2000 thru 3000]
Consider all stakeholders as learners, and provide appropriate learning opportunities. <ul style="list-style-type: none"> • <i>Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members.</i> • <i>Host events like EdSummit that can be open to the community.</i> • <i>Engage with the high school district at a deeper level to ensure the best possible academic and social-emotional transition to high school.</i> 	All Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$10,000 [060-9010-902800-1000 thru 3000]
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including parent participation and satisfaction survey results.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage staff, parents and community members in their areas of interest/expertise to support our students in learning. <ul style="list-style-type: none"> <i>Continue to partner with LAEF to match community resources to the district vision</i> <i>Access the pool of community experts in related fields to bring those experts into the classrooms to share and teach real-world skills and applications.</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0 done by in-house staff
Inform all stakeholders in the community about Los Altos School District's progress. <ul style="list-style-type: none"> <i>Maximize the use of Haiku Learning to keep parents and community informed of key happenings across the district.</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 (yearly subscription fees for Haiku Learning
Periodically communicate with parents and community members about district programs, activities, and issues	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$67,000
Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking	All Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,000

Consider all stakeholders as learners, and provide appropriate learning opportunities. <ul style="list-style-type: none"> • <i>Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members.</i> • <i>Host events like EdSummit that can be open to the community.</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including parent participation and satisfaction survey results.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage staff, parents and community members in their areas of interest/expertise to support our students in learning. <ul style="list-style-type: none"> • <i>Continue to partner with LAEF to match community resources to the district vision</i> • <i>Expand the pool of community experts in related fields to bring those experts into the classrooms to share and teach real-world skills and applications.</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0 Done by in-house staff
Inform all stakeholders in the community about Los Altos School District's progress. <ul style="list-style-type: none"> • <i>Maximize the use of Haiku Learning to keep parents and community informed of key happenings across the district.</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 (yearly subscription fees for Haiku Learning

Periodically communicate with parents and community members about district programs, activities, and issues	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$69,000
Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking	All Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$17,000
Consider all stakeholders as learners, and provide appropriate learning opportunities. <ul style="list-style-type: none"> • <i>Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members.</i> • <i>Host events like EdSummit that can be open to the community.</i> 	All Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000

GOAL:	4. Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6_ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	LASD strives to revolutionize learning by continuing to remain on the forefront of education.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including statewide testing results, program satisfaction survey results, teacher satisfaction, teacher implementation data, attendance rates, and pupil suspension/expulsion rates. Maintain current rate of zero dropouts per year.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Create relationships with new and existing partner organizations to support the LASD educational program and create new opportunities for students in LASD. <ul style="list-style-type: none"> • <i>Work with the LAEF leadership to develop a partnerships plan</i> 	All Schools	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0	
Create a robust network of early innovators within LASD that supports change, shares best practices, and moves into uncharted areas of reinvention. <ul style="list-style-type: none"> • <i>Expand the use of the iLearn program as a means to meet the needs of early innovators and adopters</i> • <i>Explore the use of badging within Haiku Learning as a means of encouraging and acknowledging our teacher leaders</i> 	All Schools	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 (yearly subscription fees for Haiku Learning) [Fund-Resource-Cost Center-Object: 060-7405-740500-	

			5800]
<p>Identify initiatives for longer-term implementation. If warranted, create a plan to scale such innovations.</p> <ul style="list-style-type: none"> • <i>Monitor and evaluate the effectiveness of the TK and Extended day Kindergarten programs – support and adjust as necessary.</i> • <i>Examine the effectiveness of our EL program to assess its ability to meet the needs of our EL students – visit and learn from model EL programs across the region.</i> • <i>Formalize the STEM program for further implementation throughout LASD elementary schools</i> • <i>Expand Computer Science into the Junior High school through elective offerings and science classes.</i> • <i>Expand Social-Emotional Learning program – replacement or supplement to Project Cornerstone</i> • <i>Investigate and plan for a transition to the Middle School model (6th-8th grade)</i> 	All Schools	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>\$2,575,000 [010-0000-018100-1000 thru 3000]</p> <p>\$105,000 [060-9010-918400-1000 thru 3000]</p> <p>\$940,000 [060-9010-918300-1000 thru 5000]</p> <p>\$350,000 [010-0000-017090-1000 thru 3000]</p>
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Improvement in key performance indicators including program satisfaction survey results, teacher satisfaction, and teacher implementation data.		
Actions/Services	Scope of	Pupils to be served within identified scope of	Budgeted

[illegible]

[illegible]

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. Ensure that all teachers are assigned appropriately and fully credentialed		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	99.5% compliance		Actual Annual Measurable Outcomes:	99% compliance
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Move from 99% to 100% compliance (no waivers)	\$0	Remained at 99% compliance.	\$0	
Scope of service:		Scope of service:		
<u>x</u> ALL		<u>x</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to move toward 100% over the course of the next year. (Included in Goal # 2 for the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	2. All students, including English Learners and Special Needs students, have access to standards-aligned instructional materials.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All, EL, Special Ed.		
Expected Annual Measurable Outcomes:	Standards aligned instructional materials for all students including identified subgroups.		Actual Annual Measurable Outcomes:	Standards aligned instructional materials for all students including identified subgroups.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase appropriate materials to ensure 100% compliance	\$200,000	Mathematics resources were purchased for K-5 and 6-8 that are aligned to the Common Core standards for mathematics.	\$154,000 [018-0000-0181000-4310]	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Purchase CCS-aligned instructional materials that support students with special needs and accommodate multiple learning styles	\$0	Mathematics resources were purchased for K-5 and 6-8 that are aligned to the Common Core standards for mathematics. These resources	\$0	

			include tools for differentiation based on student needs and readiness levels.		
Scope of service:			Scope of service:		
<u> x </u> ALL			<u> x </u> ALL		
OR: <u> </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
Purchase newly aligned social studies and science textbooks		\$0	The decision was made to postpone these purchases to provide time to better understand the impact of NGSS on current and future programs within LASD. We will be piloting NGSS aligned FOSS kits in third grade in two schools for the 2014-2015 school year.	\$0	
Scope of service:			Scope of service:		
<u> x </u> ALL			<u> x </u> ALL		
OR: <u> </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> x </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The 2014-2015 school year was directed primarily at mathematics materials and training as it relates to the CCSS. The start of the 2015-2016 school year will allow for a focus on ELA/ELD resources that are aligned and then provide an opportunity to focus on NGSS late in the school year. Financial resources will continue to be allocated to meet this need. (This goal/objective has been transitioned to and covered in Goal #1 in the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	3. Provide opportunity for more meaningful mainstreaming for children who are placed in special day classes.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Special Ed.		
Expected Annual Measurable Outcomes:	Increasingly higher percentages of special education students learning in mainstream classes.		Actual Annual Measurable Outcomes:	Increased percentages of special education students learning in mainstream classes.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop and utilize systematic way for determining amount and purpose of mainstreaming to ensure that students with disabilities are meaningfully included with no-disabled peers to the greatest extent possible to maximize learning and social interactions of SDC students.	\$0		\$0	
Scope of service:	Special Education Students	Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Utilize reverse mainstreaming where feasible to de-mystify SDC classes for general education students and increase self-confidence of students with special needs.		\$0		\$0
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The 2014-2015 school year was directed primarily at mathematics materials and training as it relates to the CCSS. The start of the 2015-2016 school year will allow for a focus on ELA/ELD resources that are aligned and then provide an opportunity to focus on NGSS late in the school year. Financial resources will continue to be allocated to meet this need. This goal has been removed from our LCAP for the 2015-16 year.		

Original GOAL from prior year LCAP:	4. Ensure all classrooms and all school facilities are in good to excellent condition		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Maintain physically safe and appropriate facility and classroom spaces conducive to learning.		Actual Annual Measurable Outcomes:	Maintained physically safe and appropriate facility and classroom spaces conducive to learning.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Repairs as needed	\$1.6 (RRMA)		\$1.65M [060-8150-815001 & 815002-1000 thru 6000]	
Scope of service:		Scope of service:		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Deferred maintenance projects annually each summer	\$300,000 (deferred maintenance)		\$295,000 [010-0000-093000-7000]	

		fund)			
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Facilities needs assessment		\$28,000	LASD initiated a full Facilities Master Planning Committee with representation from parents, community members, and district representatives. The process has been a comprehensive 8-month series of facilitated meetings. The committee is a standing committee and will continue the work into the next school year.	\$35,000 [010-0000-073000-5800]	
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The board of trustees will continue to review the feedback from the Facilities Master Planning Committee and make decisions based on input as to the expenditure of funds for facilities upgrades and repairs. This goal has been removed from our LCAP for the 2015-16 year.			

Original GOAL from prior year LCAP:	5. Ensure that all school playgrounds and play areas are safe and in good working condition.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Maintain physically safe and appropriate facility and classroom spaces conducive to learning.		Actual Annual Measurable Outcomes:	Maintained physically safe and appropriate facility and classroom spaces conducive to learning.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
District staff conduct playground inspections	\$0	Consistently inspected, repaired or modified as necessary		\$0
Scope of service:	On-going	Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Certified Playground Inspector periodically inspects all playgrounds	Covered by insurance	Completed and repaired as suggested		\$0
Scope of service:	Yearly	Scope of service:	Yearly	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>School playgrounds are kept up to date on a regular basis. Utilizing changes to guidelines and safety codes our playground equipment is maintained as needed. This goal has been removed from our LCAP for the 2015-16 year.</p>		

Original GOAL from prior year LCAP:	6. All students, including English Learner students, receive current standards-aligned instructional material.		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> _ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All, EL		
Expected Annual Measurable Outcomes:	Provide all students with the necessary materials to ensure high levels of learning.		Actual Annual Measurable Outcomes:	Provide all students with the necessary materials to ensure high levels of learning.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase new Common Core standards aligned textbooks and related instructional materials-by subject as they become available.	\$200,000	See above	\$154,000 [018-0000-0181000-4310]	
Scope of service:	On-going	Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Purchase new ELD kits to fit our demographics	\$0	Purchase of new kits utilizing Title III funds	\$7,400 [060-4203-420300-4310]	
Scope of	On-going, as necessary	Scope of	On-going, as necessary	

service:			service:		
<u> </u> x ALL			<u> </u> x ALL		
OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
Consider expanding junior high elective choices to include cooking and drama (integration of CCSS)		\$0	JH elective classes are continually evaluated based on student choice and passion.		\$0
Scope of service:		On-going	Scope of service:		On-going
<u> </u> x ALL			<u> </u> x ALL		
OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The 2014-2015 school year was directed primarily at mathematics materials and training as it relates to the CCSS. The start of the 2015-2016 school year will allow for a focus on ELA/ELD resources that are aligned and then provide an opportunity to focus on NGSS late in the school year. Financial resources will continue to be allocated to meet this need. (This goal/objective has been incorporated into Goal #1 in the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	7. Provide individual student and family counseling as needed to reduce stresses and impediments to student learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Maintain support for all social-emotional needs of students throughout the school district.		Actual Annual Measurable Outcomes:	Maintain support for all social-emotional needs of students throughout the school district.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
CHAC Services	\$47,500	CHAC services were utilized as necessary for all schools based on student needs.	\$47,500 [018-0000-739100-5800]	
Scope of service:	On-going	Scope of service:	On-going	
<u> x </u> ALL		<u> x </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Student social-emotional needs continue to increase throughout the general area. The district has seen an increase in the need to provide more of these types of services. This goal has been removed from our LCAP for the 2015-16 year.		

Original GOAL from prior year LCAP:	8. Ensure students are prepared to participate fully in their educational process.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Ensure basic student needs related to food and nutrition are met on a consistent basis.	Actual Annual Measurable Outcomes:	Ensure basic student needs related to food and nutrition are met on a consistent basis.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Each school will contract with a district-approved vendor, who will provide a nutritious meal that meets all federal/state nutrition guidelines for students who qualify for free/reduced meals.	\$100,000	Each school in the district has contracted with an approved provider. Students who qualify for Free or Reduced Lunch receive food service that meets or exceeds guidelines.	\$100,000 [060-5310-531000-5800]	
Scope of service:	On-going	Scope of service:	On-going	
_x_ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: _x_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2014-2015 school year allowed for an increased focus on wellness through the meeting of the School Health Committee. In future years we will need to continue to examine PE minutes, Nutritional Guidelines, and the follow through of the district wellness policy. This goal has been removed from our LCAP for the 2015-16 year.			

Original GOAL from prior year LCAP:	9. Increase opportunities for developing learning skills at an early age		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Providing additional services to the youngest learners within the district increase the overall levels of learning throughout the district.		Actual Annual Measurable Outcomes:	Providing additional services to the youngest learners within the district increase the overall levels of learning throughout the district.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Expand Kindergarten school day	\$650,000	The kindergarten school day was expanded an additional 2 hours provide additional learning and support time.	\$650,000 [010-0000-018100-2000 thru 3000]	
Scope of service:	2014-2015	Scope of service:	2015-2016	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Offer Transitional Kindergarten program for student not yet 5 years old by September 1 st .	\$0	For the 2014-2015 school year, LASD offered three full sections of TK at three sites.	\$0	

Scope of service:	On-going, as necessary		Scope of service:	On-going, as necessary	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Offer transitional kindergarten special education services that blend transitional kindergarten, kindergarten, and preschool services.		\$0	As appropriate, students who needed additional support in the pre-K, TK, and Kindergarten programs received the necessary support.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Offer coordinated preschool, transitional kindergarten and kindergarten services that allow four youngest learners with special needs to have access to pre-academics and CCSS.		\$0	As appropriate, students who needed additional support in the pre-K, TK, and Kindergarten programs received the necessary support.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		For the 2014-2015 school year, LASD expanded kindergarten and added additional TK classes and programs. Throughout the year the progress and needs of the students and the teachers were monitored. For the 2015-2016 school year LASD will continue to offer these expanded			

and/or changes to goals?

programs with enhancements based on the first year experiences. This goal has been removed from our LCAP for the 2015-16 year.

Original GOAL from prior year LCAP:	10. Improve student performance and demonstrated learning for all subgroups.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	EL, Low Income, Special Ed.		
Expected Annual Measurable Outcomes:	Meet the individual learning needs of all students.		Actual Annual Measurable Outcomes:	Meet the individual learning needs of all students.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
After school intervention programs	\$31,188	Various programs were provided to support students across the school district.	\$34,000 [010-0000-011800 & 018500-1000 thru 3000]	
Scope of service:	On-going	Scope of service:	On-going	
__ALL OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__x ALL OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Summer School		\$110,000	Summer school is/was offered during the summer of 2014 and the summer of 2015. Each year approximately 200-300 students attend classes and receive additional support in language development and other academic skills.		\$110,000 [010-0000-018700-1000 thru 5000]
Scope of service:	On-going, as necessary		Scope of service:	On-going, as necessary	
<u> x </u> ALL			<u> x </u> ALL		
OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Ed. </u>			OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> Special Ed. </u>		
1 st and 2 nd grade students receive small group, targeted instruction supported by highly trained instructional aides.		\$128,589	All 1 st and 2 nd grade classrooms received support from instructional aides and were accessed as needed by students.		\$130,000 [070-0000-017500-2000 thru 3000]
Scope of service:	On-going		Scope of service:	On-going	
<u> X </u> ALL			<u> x </u> ALL		
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		
Hang Out Club: 5 th and 6 th graders with pragmatic language receive specialized speech and language group therapy to support peer interaction for successful participation in group projects and activities.		\$0	Students took advantage of this support as necessary at each of our seven school sites.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<u> x </u> ALL			<u> x </u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Kidstars: 1 st and 2 nd grade special needs students, at risk students, and typical peers participate in small groups targeting grade appropriate social skills.		\$0	Students took advantage of this support as necessary at each of our seven school sites.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
At each school Student Study Teams convene to assess an identified student's academic, social and emotional needs; appropriate interventions are then implemented and monitored.		\$0	Student Study Teams met on a regular basis as necessary to discuss student learning and plan appropriate interventions for assisting the students.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		LASD has the goal to meet the individual learning needs of all students. This high bar requires us to continually provide, assess, and enhance our programs and services for students who struggle and are at risk of failure. (This goal/objective has been incorporated into Goal #1 in the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	11. Improve the reading ability of low income and EL students identified as below basic readers.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	EL and Low Income		
Expected Annual Measurable Outcomes:	Each year we anticipate fewer students falling into this specific category based on our interventions.		Actual Annual Measurable Outcomes:	Each year we anticipate fewer students falling into this specific category based on our interventions.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Based on assessed needs, students receive small group targeted instruction in reading and writing during the instructional day and in after school intervention programs taught by credentialed teachers.	\$35,000	Students received these services as appropriate for their needs.	\$35,000 [060-4201-420100-4000 thru 5000]	
Scope of service:	On-going	Scope of service:	On-going	
__ALL OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __X Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions,		Looking back on the school year it is apparent that we do not yet have the necessary data to assess		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

the effectiveness of these interventions. Looking ahead to the upcoming school year we are developing this practice. (This goal/objective has been incorporated into Goal #1 in the 2015-2016 LCAP.)

Original GOAL from prior year LCAP:	12. Improve the academic success of all subgroups of students with differentiated instructional strategies that meet the individual needs of each student.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	EL, Gifted, Special Ed.			
Expected Annual Measurable Outcomes:	Provide targeted programs and interventions that meet our students' individual needs.		Actual Annual Measurable Outcomes:	Provide targeted programs and interventions that meet our students' individual needs.	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
EL students in 4 schools with the highest EL population will receive approximately 40 minutes of ELD instruction 4 days a week by a certificated teacher. Specific ELD materials are provided to support the various levels of language acquisition.		\$115,000	This time was allocated at Covington, Santa Rita, Almond and Egan schools this year.		\$115,000 [010-0000-017090-1000 thru 4000]
Scope of service:	On-going		Scope of service:	On-going	
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

EL students in the remaining 5 schools will continue receiving ELD support by a classified ELD specialist		\$225,000	There are classified ELD support professionals at Springer, Loyola, Blach, Oak and Gardner schools.		\$225,000 [010-0000-017090-1000 thru 5000]
Scope of service:	On-going		Scope of service:	On-going	
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Gifted math students will have the opportunity to excel in an advanced math track. Acceleration will begin in 6 th grade.		\$150,000	This year we have three teachers (2.25 FTE) teaching the accelerated math class (Common Core 6 th & 7 th) in our seven elementary schools and are serving approximately 125 students.		\$150,000 [010-0000-015700-1000 thru 3000]
Scope of service:	On-going		Scope of service:	On-going	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Gifted_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Gifted_____		
Therapeutic Special Day Classes offered at Santa Rita		\$550,000	This year the TSDC class was offered at Santa Rita for students requiring those services.		\$550,000 [080-6500-650200-1000 thru 3000]
Scope of service:	On-going		Scope of service:	On-going	
__ALL			__ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		
All students in grades 4-8 have access to Khan Academy as part of our math program		\$0	All students in grades 4-8 have access to Khan Academy as part of our math program		\$0
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Gifted</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Gifted</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		One of the LASD goals is to meet the individual learning needs of all students. This requires us to continually examine and readjust our strategies and programs to make sure all students are successful. Gathering data on student learning will further assist us in meeting these student needs. (This goal/objective has been incorporated into Goal #1 – student learning needs and Goal #2 – supporting teachers in their design of learning experiences in the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	13. Improve student performance related to math and science.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Ensure that teachers remain current with instructional trends in both math and science as new standards are implemented.	Actual Annual Measurable Outcomes:	Ensure that teachers remain current with instructional trends in both math and science as new standards are implemented.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide STEM teachers at each elementary school.	\$763,000	Each of the seven elementary schools has a full time STEM teacher.	\$763,000 [060-9010-918300 & 918400-1000 thru 3000]	
Scope of service:	On-going	Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase laptops/iPads for STEM labs.	\$150,000	The necessary devices were purchased for each of these spaces based on student and school need.	\$60,000 [010-0000-018100-4400]	
Scope of	On-going	Scope of service:	On-going	

service:				
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The additional STEM teachers and programs at our school sites have increased the awareness of CCSS and NGSS related instructional strategies. As we seek to best leverage technology as a tool for learning we will continue to assess school needs for updated technology. (This goal/objective has been incorporated into Goal #1 in the 2015-2016 LCAP.)		

Original GOAL from prior year LCAP:	14. Transition each EL student out of the EL program within 3-5 years.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	EL		
Expected Annual Measurable Outcomes:	Reduce the number of years that our EL students require EL services – successful reclassification of EL students should take 3-5 years.		Actual Annual Measurable Outcomes:	Reduce the number of years that our EL students require EL services – successful reclassification of EL students should take 3-5 years.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Systematic ELD taught by EL teachers/aides	\$266,000	Systematic ELD was taught in each of our schools to EL students by trained EL teachers/aides.	\$266,000 [010-0000-017090-2000 thru 3000]	
Scope of service:	On-going	Scope of service:	On-going	
__ALL		__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____		OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____		
Review data for EL reclassification in the fall and spring of each year.	\$0	Data is review twice each year and analyzed for areas of strength and enhancement.	\$0	
Scope of service:	On-going	Scope of service:	On-going	
__ALL		__ALL		

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
CELDT testing starts during summer to provide timely data to ensure Systematic ELD can begin in early fall.		\$0	In the summer of 2014, incoming Kindergarten and first grade students were given the CELDT test. This allowed for an increase of instructional minutes during the school year for Systematic ELD instruction.		\$26,000 [010-0000-031600-1000 thru 4000]
Scope of service:	On-going		Scope of service: On-going		
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a district we need to have a better understanding of the numbers of students who are not reclassified after 5 years. Once that number is zero, then we need to look at the numbers of students are not reclassified after four years and so on. (This goal/objective has been incorporated into Goal #1 – meeting student needs in the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	15. Targeted intervention programs		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Special Education		
Expected Annual Measurable Outcomes:	Meet the individual learning needs of all students.		Actual Annual Measurable Outcomes:	Meet the individual learning needs of all students.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Therapeutic support for special needs, 504 students, and at-risk students at Egan Junior High	\$188,000	Students requiring these services were provided with them as necessary.	\$188,000 [080-6500-650200-1000 thru 4000]	
Scope of service:	On-going	Scope of service:	On-going	
__ALL		__X__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify) Special Ed__		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify) Special Ed__		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Some students require additional supports to be successful. We will continue to help all students meet their individual learning needs. (This goal/objective has been incorporated into Goal #1 in the 2015-2016 LCAP.)		

Original GOAL from prior year LCAP:	16. Keep parents informed about school news, events, and opportunities for input.		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All, EL		
Expected Annual Measurable Outcomes:	Engage our community throughout the district.		Actual Annual Measurable Outcomes:	Engage our community throughout the district.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide parents weekly newsletters to inform them of special events, how they can be involved, and general school news	\$28,000	<p>Schools and the district provided numerous weekly and monthly newsletters in addition to regular updates from the superintendent on timely and important district events and happenings.</p> <p>Seeing a need to further this communication, specifically around learning, the district has purchased a Learning Management System, Haiku Learning. This system will replace newsletters and provide for truly enhanced communication about individual student learning in an accessible way for parents.</p>	<p>\$35,000 [060-7405-740500-5800]</p>	
Scope of service:	On-going	Scope of service:	On-going	
<u>X</u> ALL		<u>X</u> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Principals conduct community outreach events using EL students' primary language at our two most heavily impacted schools.	\$0	These schools pushed the events into the following year.	\$0
Scope of service: <input type="checkbox"/> On-going <input checked="" type="checkbox"/> ALL		Scope of service: <input type="checkbox"/> On-going <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The need to make communication easy and convenient for parents is apparent. The newly purchased LMS will assist this greatly and will require us to truly re-examine our communication past-practices and best practices. (This goal/objective has been incorporated into Goal #3 in the 2015-2016 LCAP.)		

Original GOAL from prior year LCAP:	17. Involve parents of special education student in discussions and decision-making related to special education issues.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Special Education		
Expected Annual Measurable Outcomes:	Greater participation by families of special education students in district-wide activities and committees.		Actual Annual Measurable Outcomes:	Greater participation by families of special education students in district-wide activities and committees.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Special education director holds parent meetings 2-3 times annually.	\$0	Meetings were held this year to engage and inform parents of matters relating to special education services.	\$0	
Scope of service:	On-going	Scope of service:	On-going	
__ALL		__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __XOther Subgroups:(Specify) _Sp. Ed.__		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __XOther Subgroups:(Specify) _Sp. Ed.__		
Use community advisory committee to provide parent training and support groups.	\$0	The Community Advisory Committee has been used to provide training and support groups.	\$0	
Scope of service:	On-going	Scope of service:	On-going	
__ALL		__ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Sp. Ed.____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Sp. Ed.____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continued monitoring of the engagement and participation levels of families of Special Education students is necessary to evaluate the benefits of these action items. (This goal/objective has been incorporated into Goal #3 in the 2015-2016 LCAP.)	

Original GOAL from prior year LCAP:	18. Continue exemplary attendance rates.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Maintain or increase the district attendance rate (98%).	Actual Annual Measurable Outcomes:	Maintain or increase the district attendance rate (98%).	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Inform schools of attendance rates. Maintain communication with parents regarding the advantages of coming to school.	\$0	Schools regularly review attendance rates and follow up with parents as necessary.	\$0	
Scope of service:	On-going	Scope of service:	On-going	
_X_ALL		_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
Identify any subgroup where attendance rates lag behind district average of 98%.	\$0	Throughout the school year no specific subgroup stood out as being consistently under the district average.	\$0	
Scope of service:	On-going	Scope of service:	On-going	
_X_ALL		_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
Inform parents of infectious diseases affecting a student or set of students and provide information on preventative measures.		\$0	This was done on a consistent basis as situations warranted.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Student attendance is of utmost importance for student learning. LASD has been fortunate to have a very high attendance rate (98%). That being said, continued monitoring of the 2% is important to ensure each student is successful. (This goal/objective has been incorporated into Goal #1 in the 2015-2016 LCAP.)			

Original GOAL from prior year LCAP:	19. Maintain positive school climate. Ensure that students feel safe and respected and seek to eliminate bullying on campus.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Reduce the occurrence of negative behaviors and associated consequences (suspensions, incidences of bullying) through a proactive approach.		Actual Annual Measurable Outcomes:	Reduce the occurrence of negative behaviors and associated consequences (suspensions, incidences of bullying) through a proactive approach.
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue Project Cornerstone at all schools.	\$0	Project Cornerstone has been implemented throughout the schools. Additionally, a social-emotional curriculum was purchased for TK that serves as a pre-cursor to Project Cornerstone.	\$2,400 [010-0000-018100-4000]	
Scope of service:	On-going	Scope of service:	On-going	
<u>X</u> ALL		<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
District/school surveys of student, teachers, and parents to glean insights and suggestions for improvement (through phone surveys, Survey Monkey, Google Forms, and Just Between Friends)	\$0	Surveys regarding school and district climate as well as academic programs and supports are given regularly to students, parents, and teachers.	\$0	

Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
Full time psychologist at each elementary school and a full time psychologist/counselor at each junior high.	\$1,019,000		These positions have proved to be invaluable in assisting with student social-emotional and academic needs.		\$1,025,000 [010-0000-031200-1000 thru 3000]
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
Use online form for anonymous reporting of bullying incidents.	\$0		This form was utilized twice this year for the reporting of two incidents regarding the same students.		\$0
Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ____		
Parent education nights	\$0		In partnership with the high school district MVLA, parents have been informed and invited to parent education events that have included both academic and social-emotional issue.		\$0

Scope of service:	On-going		Scope of service:	On-going	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			The social-emotional well-being of students continues to be a top priority of the school district. While we have had minimal suspensions and bullying reports we have seen an increase in student anxiety levels. Additional investigation into the effectiveness of Project Cornerstone or possible supplementary SEL curriculum is necessary to maintain a proactive approach. This goal has been removed from our LCAP for the 2015-16 year.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>794,233</u>
<p>Most of the grant funds are spent exclusively for services to unduplicated pupils. The district provides a rich EL program at 4 schools with the highest concentration of EL students (Almond, Covington, Egan, and Santa Rita) and a roving EL teacher for the remaining schools who works with EL aides assigned to each school. Additionally we hire a translator to translate communiques to parents/students into their native languages (Spanish or Mandarin). The district provides intensive CELDT training to teachers each summer and provides a remedial summer school program that serves mostly EL and low income students. The district takes advantage of unique professional development opportunities and instructional materials—such as “Access for All” training at the county and Rosetta Stone programs for upper grade EL students. The district employs a district EL coordinator to assist EL instruction at the school sites.</p> <p>The district provides classroom aides in the primary grades to assist the teachers in providing small group instruction in core subject areas. While this benefits all students, it is particularly helpful to low income and EL students as teachers and aides can provide 1:1 assistance in instruction and assessment. Other opportunities available to all students have a particularly positive impact on EL and low income students, including some of the upper grade/junior high student led activities (film festival, student Ed Con, STEM showcase), hands-on learning activities in the classroom and with the STEM program, and the use of a new learning management system (Haiku Learning).</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2.53	%
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The district in 2015-16 is providing additional services to EL and low income students, services that have not been previously provided. Included among these services are new professional development opportunities for EL teachers/aides (example: Access for All through county office), use of Rosetta Stone materials to assist upper grade EL students in English language acquisition, and partnering with EL Achieve to enhance the effectiveness of our EL teachers/aides in transitioning students out of the EL program.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).