§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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.

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. 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 should comply with instructions and 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. 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 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:

***Parent involvement**: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
● Community meeting to review strengths and weaknesses of our current LASD program and identify opportunities for improvement ○ 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	The Los Altos School District has held a number of meetings to gather input from the community. The schedule of events is below. 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. The draft plan will be shared with our stakeholder groups with the final step being an open forum at a Board meeting two weeks prior to LCAP Board approval. ● Administrative Council- 11/19/13 ● Curriculum Council- 12/13/13; 3/3/14; 5/5/14 ● District English Learner Advisory Committee- 1/23/14; 6/2/14 ● Gifted & Talented Education Advisory Committee- 2/14/14 ● Budget Review Committee- 3/13/14; 4/17/14; 5/15/14 ● Citizens Advisory Committee for Finance - 5/21/14

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric.

Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Number of credential waivers	Ensure that all teachers are assigned appropriately and fully credentialed	All	All		99% compliant	99.5% compliant	100% compliant	Basic
Purchase of appropriate materials	All students, including English Learners and Special Needs students, have access to standards-aligned instructional materials	All EL Spec Ed	All		All materials will be standards-aligned	All materials will be standards-aligned	All materials will be standards-aligned	Course Access; Implementation of State Standards
Self-confidence; increased social interaction	Provide opportunity for more meaningful mainstreaming for	Spec Ed	All		Increase in self-confidence of special ed students	Increase in self-confidence of special ed students	Increase in self-confidence of special ed students	Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
	children who are placed in special day classes							
Facilities Needs Assessment	Ensure all classrooms and all school facilities are in good to excellent condition	All	All		Maintain current excellent conditions	Maintain current excellent conditions	Maintain current excellent conditions	Basic
Safety inspections	Ensure that all school playgrounds and play areas are safe and in good working condition	All	All		Assurance that all playgrounds are safe	Assurance that all playgrounds are safe	Assurance that all playgrounds are safe	Basic
Common Core Standards	All students, including English Learners, receive current standards-aligned instructional material.	All EL	All		Use of new standards-aligned textbooks & materials; upgraded ELD kits	Use of new standards-aligned textbooks & materials; upgraded ELD kits	Use of new standards-aligned textbooks & materials; upgraded ELD kits	Implementation of State Standards
Counseling services	Provide individual student and family counseling as needed to reduce stresses and impediments to	All	All		Improved behavior at school	Improved behavior at school	Improved behavior at school	Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
	student learning.							
Student alertness & eagerness to learn	Ensure students are prepared to participate fully in their educational process.	Low Income	All		100% compliance with updated federal/state nutrition guidelines	Maintain compliance	Maintain compliance	Basic
New school programs	Increase opportunities for developing learning skills at an early age	All	All		Planning for extended school day for kindergarteners and new TK program	Extended day implemented and TK program instituted	Extended day implemented and TK program instituted	Basic
Improve academic progress; test results	Improve student performance and demonstrated learning for all subgroups.	EL Low Income Spec Ed	All		Continued improvement in student performance	Continued improvement in student performance	Continued improvement in student performance	Pupil Achievement
Small group instruction and assessment	Improve reading ability of low income and EL students identified as below basic readers	EL Low Income	All		Improved reading comprehension	Improved reading comprehension	Improved reading comprehension	Pupil Achievement; Other Pupil Outcomes
EL program exit rates; test results	Improve academic success of all subgroups of	EL Gifted Spec Ed	All		Earlier exits from EL program; continued academic success	Earlier exits from EL program; continued academic success	Earlier exits from EL program; continued academic success	Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
	students with differentiated instructional strategies that meet the individual needs of each student							
More in-depth learning; teacher observation	Improve student performance related to math and science.	All	All		Greater understanding of math/science concepts	Greater understanding of math/science concepts	Greater understanding of math/science concepts	Other Pupil Outcomes
EL program exit rates	Transition all EL students out of EL program within 3-5 years.	EL	All		Earlier exits from EL program	Earlier exits from EL program	Earlier exits from EL program	Pupil Achievement
IEP; teacher observation	Targeted intervention programs	Spec Ed Other	All		Improved academic performance; better social skills	Improved academic performance; better social skills	Improved academic performance; better social skills	Pupil Achievement; Other Pupil Outcomes
Increased parent awareness of district programs; # of communiques	Keep parents informed about school news, events, and opportunities for input.	All EL	All		Increased buy-in from families re students' education	Increased buy-in from families re students' education	Increased buy-in from families re students' education	Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
Increased parent awareness of district programs; # of communiques	Provide transparency regarding district's operations and inform parents and future parents of opportunities to support our schools.	All EL	All		Increased buy-in from families re students' education	Increased buy-in from families re students' education	Increased buy-in from families re students' education	Parent Involvement
More involved parents; additional outreach efforts	Involve parents of special education students in discussions and decision-making related to special education issues	Spec Ed	All		Greater collaboration between home and school in dealing with children's schooling	Greater collaboration between home and school in dealing with children's schooling	Greater collaboration between home and school in dealing with children's schooling	Parent Involvement; School Climate
Continued review of attendance patterns	Continue exemplary attendance rates.	All	All		Continued excellent attendance at all schools	Continued excellent attendance at all schools	Continued excellent attendance at all schools	Pupil Engagement
Continued use of preventive measures; student/parent surveys	Maintain positive school climate. Ensure that students feel safe	All	All		Continued strong emphasis on positive school climate	Continued strong emphasis on positive school climate	Continued strong emphasis on positive school climate	School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16	
	and respected and seek to eliminate bullying on campus.							

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 20XX-XX	**Year 2: 20XX-XX**	**Year 3: 20XX-XX**
Ensure that all teachers are assigned appropriately and fully credentialed	Basic	Move from 99% compliance to 100% compliance (no waivers)	LEA-wide		Personnel Department review of credentials; $0 incremental cost; District Administration salaries/benefits	Personnel Department review of credentials; $0; District Administration salaries/benefits	Personnel Department review of credentials; $0; District Administration salaries/benefits
All students, including English Learners and Special Needs students, have access to standards-aligned instructional materials	Course Access; Implementation of State Standards	Purchase CCS-aligned instructional materials that support students with special needs and accommodate multiple learning styles.	LEA-wide		Common Core funding; $200,000		
Provide opportunity for more meaningful mainstreaming for children who are placed in	Basic	Utilize reverse mainstreaming where feasible to de-mystify SDC classes for general education students and increase self-confidence of students with special needs	LEA-wide		Special Education SDC staffing costs; $0 incremental cost	Special Education SDC staffing costs; $0 incremental cost	Special Education SDC staffing costs; $0 incremental cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
special day classes							
Ensure all classrooms and all school facilities are in good to excellent condition	Basic	Facilities needs assessment; Repairs as needed; Deferred maintenance projects annually each summer	LEA-wide		Maintenance cost center; $28,000 for needs assessment; $1,600,000 in Routine Restricted Maintenance Account; $300,000 in deferred maintenance fund	$1,600,000 in Routine Restricted Maintenance Account; $300,000 in deferred maintenance fund	$1,600,000 in Routine Restricted Maintenance Account; $300,000 in deferred maintenance fund
Ensure that all school playgrounds and play areas are safe and in good working condition	Basic	District staff conduct playground inspections; Certified Playground Inspector periodically inspects all playgrounds	LEA-wide		Maintenance staff performs quarterly inspections; $0 incremental cost; Playground Inspection done every two years and costs covered by Insurance JPA	Maintenance staff performs quarterly inspections; $0 incremental cost	Maintenance staff performs quarterly inspections; $0 incremental cost; Playground Inspector done every two years and costs covered by Insurance JPA
All students, including English Learners, receive current standards-aligned instructional material.	Implementation of State Standards	Purchase new Common Core standards-aligned textbooks and related instructional materials—by subject as they become available	LEA-wide		$200,000 annually; lottery funds and general fund	$200,000 annually; lottery funds and general fund	$200,000 annually; lottery funds and general fund
Provide individual student and family counseling as	Basic	Contract for Community Health Awareness Council (CHAC) services through local	LEA-wide		CHAC counselors on campus at all sites; $47,500; General Fund expense	CHAC counselors on campus at all sites; $47,500; General Fund expense	CHAC counselors on campus at all sites; $47,500; General Fund expense

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
needed to reduce stresses and impediments to student learning.		consortium					
Increase opportunities for developing learning skills at an early age	Basic	Expand kindergarten school day; Offer Transitional Kindergarten program for students not yet 5 years old by September 1	LEA-wide		Additional facilities and staffing required; $650,000; General Fund instructional budget and Building Fund & Capital Facilities Fund for facilities	On-going staffing costs estimated at $400,000; General Fund instructional budget; $65,000 annual rental cost for portables; Building Fund & Capital Facilities Fund	On-going staffing costs estimated at $400,000; General Fund instructional budget; $65,000 annual rental cost for portables; Building Fund & Capital Facilities Fund
Improve student performance and demonstrated learning for all subgroups.	Pupil Achievement	Gifted math students will have the opportunity to excel in an advanced math track; acceleration will begin in 6th grade	LEA-wide		$150,000 for traveling math specialists	$150,000 for traveling math specialists	$150,000 for traveling math specialists
Improve student performance related to math and science.	Pupil Achievement; Other Pupil Outcomes	STEM teachers at each elementary school; Purchase laptops/iPads for STEM labs	LEA-wide		$763,000 for certificated staffing (LAEF-funded); $50,000 for equipment	$763,000 for certificated staffing (LAEF-funded); $50,000 for equipment	$763,000 for certificated staffing (LAEF-funded); $50,000 for equipment
Targeted intervention programs	Pupil Achievement; Other Pupil Outcomes	Therapeutic support for special needs, 504, and at-risk students at Egan School	School-wide		Special Day Class staffing (certificated & classified); $188,000	Special Day Class staffing (certificated & classified); $188,000	Special Day Class staffing (certificated & classified); $188,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Provide transparency regarding district's operations and inform parents and future parents of opportunities to support our schools.	Parent Involvement	District and school websites will be periodically refreshed to remain current.	LEA-wide		$8,000 fee for web-hosting; updating done by staff and parent volunteers	$8,000 fee for web-hosting; updating done by staff and parent volunteers	$8,000 fee for web-hosting; updating done by staff and parent volunteers
Involve parents of special education students in discussions and decision-making related to special education issues	Parent Involvement; School Climate	Special education director holds parent meetings 2 – 3 times annually; Use Community Advisory Committee to provide parent training and support groups	LEA-wide		Meetings and trainings held each year; no additional costs	Meetings and trainings held each year; no additional costs	Meetings and trainings held each year; no additional costs
Continue exemplary attendance rates.	Pupil Engagement	Inform schools of attendance rates; maintain communication with parents re advantages of coming to school; Identify any subgroup where attendance	LEA-wide		On-going monitoring of attendance rates and issues; costs covered with existing staffing	On-going monitoring of attendance rates and issues; costs covered with existing staffing	On-going monitoring of attendance rates and issues; costs covered with existing staffing

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		rates lag behind district average (98%); Inform parents of infectious diseases affecting a student or set of students and provide information on preventive measures.					
Maintain positive school climate. Ensure that students feel safe and respected and seek to eliminate bullying on campus.	School Climate	Continue Project Cornerstone at all schools; District/school surveys of student, teachers, and parents to glean insight and suggestions for improvement (through phone surveys, Survey Monkey, Google docs, Just Between Friends); Full-time psychologist at each elementary school and full-time psychologist/counselor at each junior high; Use online form for anonymous reporting of bullying incidents	LEA-wide		$1,019,000 for psychologists/counselors; Project Cornerstone training costs covered by existing staff	$1,019,000 for psychologists/counselors; Project Cornerstone training costs covered by existing staff	$1,019,000 for psychologists/counselors; Project Cornerstone training costs covered by existing staff

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 20XX-XX	**Year 2: 20XX-XX**	**Year 3: 20XX-XX**
Ensure students are prepared to participate fully in their educational process.	Basic	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.	LEA-wide		$100,000 for vendor contracts; General Fund expenditure	$100,000 for vendor contracts; General Fund expenditure	$100,000 for vendor contracts; General Fund expenditure
Improve student performance and demonstrated learning for all subgroups.	Pupil Achievement	After School Intervention Programs; Remedial Summer School; 1st and 2nd grade students receive small group, targeted instruction supported by highly trained instructional aides; Kidstars: 1st	LEA-wide		$31,188 for after school programs; $110,000 for summer school; $128,589 for small group instruction–Los Altos Educational Foundation (LAEF) funded	$31,188 for after school programs; $110,000 for summer school; $128,589 for small group instruction (LAEF funded)	$31,188 for after school programs; $110,000 for summer school; $128,589 for small group instruction (LAEF funded)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		and 2nd grade special needs students, at risk students, and typical peers participate in small groups targeting grade appropriate social skills					
Improve reading ability of low income and EL students identified as below basic readers	Pupil Achievement; Other Pupil Outcomes	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	LEA-wide		$35,000 for certificated staff (part-time)	$35,000 for certificated staff (part-time)	$35,000 for certificated staff (part-time)
Improve academic success of all subgroups of students with differentiated instructional strategies that meet the individual needs of each student	Pupil Achievement	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	School-wide; LEA-wide		$280,000 for EL certificated staffing and materials	$280,000 for EL certificated staffing and materials	$280,000 for EL certificated staffing and materials

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		provided to support the various levels of language acquisition; EL students in the remaining 5 schools will continue receiving ELD support by a classified ELD Specialist; All students in grades 4 – 8 have access to Khan Academy as part of Math program					
Transition all EL students out of EL program within 3-5 years.	Pupil Achievement	Systematic ELD taught by EL teachers/aides; Review data for EL reclassification in the fall and spring of each year; CELDT testing starts during summer to provide timely data to ensure Systematic ELD can begin in early fall.	LEA-wide		(included in the above $280,000 for EL certificated staffing and materials)	(included in the above $280,000 for EL certificated staffing and materials)	(included in the above $280,000 for EL certificated staffing and materials)
Keep parents informed about school news, events, and	Parent Involvement	Provide parents weekly school newsletters to inform them of special events, how	LEA-wide		$25,000 for publication costs; $15,000 for translation services	$25,000 for publication costs; $15,000 for translation services	$25,000 for publication costs; $15,000 for translation services

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
opportunities for input.		they can be involved, and general school news; Principals conduct community outreach events using EL students' primary language at 2 most heavily impacted schools; Continue Spanish and Mandarin translation services to better inform non-English speaking parents of school activities and requirements					

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

As a community-funded (basic aid) district, LASD is not receiving state funding under LCFF and thus not receiving an increase in funding based on student demographics. However, the district recognizes its responsibility to provide programs and opportunities for identified sub-groups no matter what the funding source. Our LCAP will show that we have allocated funds consistent with the minimum requirements under LCFF for the appropriate sub-groups (approximately $590,000 for the 2014–15 school year). Additionally we are providing extra, exemplary services for two other sub-groups—special education students and gifted students. To ensure a high quality ELD program to support our English Learner subgroup, in addition to the $100,000 spent for training and site based interventions, such as the LEXIA program, LASD will spend $200,000 on certificated ELD teacher/coach personnel. This expense is to ensure student support as well as teacher training for our EL subgroup. With a variety of targeted intervention services, we are addressing the needs of our low income, low achieving students. Such services include before and after school remedial programs as well as a robust summer school remedial program. 1st and 2nd grade students at all schools enjoy the benefit of small group targeted instruction as the result of foundation funding for classroom aides in those grade levels. Our special education students receive a high quality educational experience that is aligned to the Common Core standards with considerations for the unique needs of each student. Our Special Education Director and our Program Director provide consistent teacher trainings that are aligned with the standards and include progressive 21st Century teaching strategies. We have a whole host of enrichment activities for our gifted students, including an advanced Math track through the 8th grade.	

D. 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). 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). 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.

As of Fall 2013 the district's percentage of unduplicated pupils who are low income, foster youth, and English learners is 14%. Based on the most recent LCFF calculations we are required to increase or improve services for these students by 2.2% over the services provided all students. The district continues to assess our support programs for English Learners, low-income students and foster youth. Currently there are no foster youth within LASD, but services, such as CHAC counseling and a psychologist at every school, are available to provide emotional and social support and guidance—critical factors for academic success. As noted above, we have several targeted intervention programs designed to serve our low achievers—including before and after school and summer school remedial programs. Our English Learners represent 12% of our total student population, and are concentrated in three elementary schools and one junior high. During the 2012-13 school year, the results of standardized STAR testing indicated that 70.3% of EL were proficient or above in English Language Arts, and 74.2% were proficient or above in Math. Although, these are high percentages, and represent consistent growth within this subgroup, this did not meet the AMO (Annual Measurable Outcomes) designated by the state. Services for identified students currently include Systematic ELD instruction—120 minutes per week delivered by 1.48 FTE special ELD teachers as well as by classroom teachers. The services will increase for the 2014-15 school year to include 2 full time ELD teacher/coaches to support ELD instruction as well as teacher support and training. This goal is to increase student engagement as well as academic achievement. STAR assessment will no longer be used as a measure; therefore alternative assessments will be identified to measure academic growth. To ensure a consistent process of identifying students for reclassification, the standardized assessment by Curriculum Associates will be piloted this Spring.	

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.