Introduction:

Los Altos School District began an Educational Blueprint process in 2010, bringing together teachers, administrators, staff, parents, and community members to discuss long-range goals and strategic objectives for the school district. From that initial meeting, a set of three-year goals with corresponding detailed objectives for each goal were developed and then approved by the LASD Board of Trustees. In 2014, the district continued the Blueprint process, creating an updated set of three-year goals and objectives.The focus on district goals is critical to the success of all students and schools. The opportunity provided by the Local Control Accountability Plan (LCAP) is a way to further focus on the goals and accelerate the success of the school district. It is important to note that because of its Basic Aid status, LASD will not receive new or additional state aid under the new LCAP and Local Control Funding Formula (LCFF).

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

1. Meet the individual learning needs of all students.
2. Support teachers in their design of relevant learning experiences for all students.
3. Engage staff, parents and community members as learning partners.
4. Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live.

These goals have been shared with parents, teachers, administrators, and the LASD Board of Trustees. The district has identified and developed metrics that will measure the success of the district in meeting each of the goals, including:

Annual student achievement data from the Smarter Balanced Assessment

Local assessments in reading and math

Attendance and suspension/expulsion data

Student, staff, and parent survey data

Actions and services were developed through the input process in support of the achievement of the four LCAP goals. These actions and services are designed to assist all students, with additional or expanded actions and services provided to support students in the following subgroups: students with disabilities, English learners, socioeconomically disadvantaged students, and foster youth.

Examples of the Actions and Services which will be provided to support the success of LASD students are:

High quality professional development for LASD teachers

High quality, standards-aligned instructional materials

Diagnostic, formative, and summative assessments to inform instruction

Implementation of social-emotional literacy programs, including Project Cornerstone and Responsive Classroom

Increased mental health supports for all students

Implementation of STEM (Science, Technology, Engineering, and Math) curriculum

Stakeholder input and data analysis informed the creation of the LCAP, focusing on the eight state priorities. It reflects the district and school needs, as well as suggestions and recommendations identified by all stakeholder groups throughout the input process. The LASD LCAP will allow the district to achieve its mission: The Los Altos School District will inspire a passion for learning and prepare all K-8 students to thrive in our rapidly changing global community.

LEA:	Los Altos Elementary
Contact:	Sandra McGonagle, Assistant Superintendent Curriculum and Instruction, smcgonagle@lasdschools.org, (650)947-1155
LCAP Year:	2016-17

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 LEÁs 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 LEÁs 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 LEÁs 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

Parent involvement in the Los Altos School District is high and an asset to the district. This involvement includes both district and school site committees, intentionally comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all significant subgroup populations. The certificated and classified bargaining units, as well as site and district administrators, are also a part of these committees. Those that have provided input into the LASD LCAP include: District English Learner Advisory Council (DELAC), Administrative Council, School Site Councils, the district Curriculum Council, Budget Review Committee, and LASD students.

Los Altos School District began an Educational Blueprint process in 2010, bringing together teachers, administrators, staff, parents, and community members to discuss long-range goals and strategic objectives for the school district. From that initial meeting, a set of three-year goals with corresponding detailed objectives for each goal were developed and then approved by the LASD Board of Trustees. In 2014, the district continued the Blueprint process, creating an updated set of three-year goals and objectives. In addition, a special needs-finding committee interviewed parents, students, teachers, and classified staff, both current and former, to better understand the needs and wants of our LASD community. As a result of this comprehensive study, seven learning principles were identified as guideposts for teachers to consider when planning instruction. In addition, our mission and vision for learning was validated again.

LASD Learning Principles: Connect Experiences; Personalize Learning; Nurture a Growth Mindset; Process and Outcome; Empower Students; Leverage Technology, Act Now

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

LASD Vision: Los Altos School District will be a leader in revolutionizing learning for all students.

Annual assessment data is reviewed and analyzed by LASD administrators, teachers, and Board of Trustees. The data include: Suspension and Expulsion data, California Assessment of Student Performance and Progress (CAASPP) assessment results (comprised of California Standards Test in Science [CST], California Modified Assessment [CMA], California Alternate Performance Assessment

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.

Highlights from the feedback, suggestions, and general input from all constituent groups include the following:

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

Create individualized plans for EL learners so all constituents understand steps being taken toward Reclassification
Teachers need greater access to diagnostic and formative assessments

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

Teachers want focused professional development on standards based teaching and learning
Teachers want more time to collaborate with their peers to design learning

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

Create informative videos for newcomer families, focusing on local school practices
Rethink Haiku Learning as an LMS - it has not proved to be an effective tool for LASD

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

Understand the role of NGSS and its relation to our STEM program - investigate the best use of STEM teachers on elementary campuses
Desire for the expansion of computer science

[CAPA], and Smarter Balanced Assessment Consortium [SBAC]) , California English Language Development Test (CELDT) data, English Language (EL) reclassification trends, and local assessment measures of student progress (i.e. reading benchmark assessments).

The Assistant Superintendent of Curriculum and Instruction and school principals aligned the goals of each school site¶s Single Plans for Student Achievement (SPSA) with the goals of the Los Altos Local Control Accountability Plan and the Educational Blueprint. The LCAP plan was created to satisfy state requirements and the priorities determined by all stakeholders. LCAP was taken through an approval process that includes the Budget Review Committees, the District English Learner Advisory Committee, the Curriculum Council, and the LASD Board of Trustees.

The process of gathering input for the Los Altos School District LCAP provides many opportunities for all stakeholders (parents, teachers, classified employees, administrators, and students) to offer input into the LCAP, as well as Single Plans for Student Achievement. The involvement process ensures that, minimally, all statutory requirements are met, and all school and district plans are aligned with common goals, purpose and intent.

Meeting Dates and Content:

DELAC - October 19, 2015 and January 28, 2916: Standardized Assessment Results, Language Proficiency Test Results, Reclassification Criteria

Curriculum Council - March 7, 2016: Standardized Assessment Results, Language Proficiency Test Results

Budget Review Committee - March 10, 2016, April 21, 2016, May 26, 2016 - LCAP draft reviews and feedback

Some highlights from the Principal's Exchange audit include:

Systems:

Create an ³On Target´ Map for all students that defines expectations at various times of the school year. This will require identifying metrics and measures to track progress.

Develop a Central Data Team at the district level, and a Site Data Team at each school, to review the data at each designated time period to devise a response plan for students not on target.

Explicitly promote the New California Standards, as measured by the SBAC, as the default expectation for all students in every grade, K-8, as an endorsement for the concept that every student will graduate from high school eligible for a 4 year university.

Instructional Program:

Provide site administrators and classroom teachers with professional development opportunities on the following:

Strategies for differentiating instruction for students in a heterogeneous classroom-focus on needs of Socio Economically Disadvantaged students in regular classroom Designated and integrated English Language Development for EL students

Direction:

Use the model of the 504 Plan cases to address lower-performing students.

Direction from the district about minimal program design requirements expected at each school that will support lower-performing students

Annual Update:

The first step in re-authoring the LCAP for the 16-17 school year was to review the current year¶s LCAP. This annual update process went

Annual Update:

The impact from stakeholder feedback and the achievement audit recommendations on this year's LCAP is significant when looking

through the same committees mentioned above. In addition, parents and teachers completed surveys related to reporting and the use of Haiku Learning as a Learning Management System (LMS) at the end of January 2016. There were 940 parent responses and 123 teacher responses. Teachers also completed the Learning Forward survey for professional development in December of 2015, with 217 responses. In addition to constituent input, LASD worked with Principals Exchange, a California state approved provider to conduct an achievement audit in October of 2015. They visited three schools, interviewed teachers, shadowed students, and looked into available data. The goal was to provide recommendations for closing the achievement gap. Recommendations ultimately fell into one of three categories: Systems, Instructional Program, and Direction. LASD staff worked in collaboration with the SCCOE staff this year to ensure adherence to the CA Education Code and audit requirements.

through the lens of the eight state priorities.

1. Conditions of Learning (Implementation of Common Core State Standards, Basic Services, Course access):

Increased focus on professional development around the Next Generation Science Standards (NGSS), standards based teaching and learning, Fountas and Pinnell literacy benchmark assessment, and social-emotional literacy with Responsive Classroom
Implementation of a new placement process for math courses in 6th - 8th grades, ensuring equal access
Focus on an acceleration model, as opposed to a remediation model, for support, including a systematic way to support all learners
Coordination of cohesive and clearly communicated standards and formative and diagnostic assessments in m and English language arts at all grade levels
Professional Learning Communities as a framework for delivering a high quality guaranteed curriculum to all students

2. Pupil Outcomes (Pupil achievement, Other pupil outcomes)

Establishment of baseline achievement levels on SBAC in Math and ELA for students in grades 3-8
Establishment of baseline data for district literacy benchmark assessment
Establishment of assessment protocol for local math assessments, including understanding performance tables, reporting of scores, and using data to inform instruction and provide differentiated instruction
Establishment of individual EL plans - action plans for reclassification

3. Engagement (parental involvement, pupil engagement, school climate)

Improve communication with EL families, including translated written materials and videos in Mandarin and Spanish
Survey students more often
Increased communication from elementary and middle school teachers about student progress and non-academic behavior
Maintain or increase school attendance rates

Maintain or decrease suspension rates and expulsion rate
Increase proactive support for students' social-emotional well-being and mental health

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 LEÁs 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 LEÁs goal(s) to address state priorities related to Conditions of Learning
2) What are the LEÁs goal(s) to address state priorities related to Pupil Outcomes
3) What are the LEÁs 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 LEÁs 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 LEÁs 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: X 1 X 2 X 3 X 4 X 5 X Local: All

Identified Need:	LASD students, like all students, have a variety of needs. Many students score above the average in multiple measures academically, while there are also students who continue to struggle academically and show inadequate growth in academic measures year to year. This goal ensures that teachers are meeting all students where they are, whether high performing, struggling, or on target. Some items to consider: Ensure meaningful formative feedback is included as a constant in student/teacher interactions. Develop a communication process that allows teachers, students and parents to utilize actionable feedback about each child¶s learning. Regularly incorporate small group instruction as a method for meeting individual student needs. Design learning opportunities that allow for student choice and passion.	
Goal Applies to:	**Schools:**	All Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	Metrics: CAASPP (SBAC, CST, CAA) results - increase the number of students exceeding or meeting standards in ELA and Math by 5% CELDT results - 75% of English Learners will make annual progress and 40% of students will become English proficient in less than five years Local assessment results (Fountas and Pinnel, iReady math and reading assessments) - 90% of 3rd grade students will be on grade level by the end of the school year according to the Fountas and Pinnell assessment; 90% of all students will be on grade level in ELA and Math using the iReady placement tables EL Reclassification rates - we will increase our reclassification rate by 5% Surveys - using the professional development survey, 50% of teachers will see success using personalized data practices (up 25%) Williams Report - 100% teacher credential compliance Less than 4% opt out rate for SBAC 100% use of new standards-based year-end reporting document in TK - 8. Research, field test, and administer consistent formative and diagnostic assessments which yield actionable data to meet the needs of all LASD students. Successful implementation of the Academic Summer School Academy for students in grades K - 6, using focused criteria for qualification and identified teaching strategies for targeted impact. Stduents one or more years below grde level in reading according to Fountas and Pinnell. Provide daily systematic time for designated English instruction for EL learners as outlined in the ELA/ELD framework. Maintain 100% Williams Compliance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. LASD teachers will be provided with high quality professional development on the new reporting system. Students and parents will have access to formative feedback related to identified essential standards and non-academic indicators. 1.1 Report out formally three times per year this year to parents and students while we build our online reporting skills. 1.2 Gather feedback from stakeholders regarding new reporting system and reporting document.	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	1.PowerSchool PowerTeacher PRO - no additional cost for the tool. 2.PowerSchool – Professional /Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $2000
2. Provide targeted instruction through a needs-based Summer School program.	All elementary K-6 schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races X Low Income Pupils _ Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _White _ with Disabilities _ Homeless _ Other	1. Summer Academy - $100,000 [010-0000- 018700-1000 thru 4000]

3. Ensure a guaranteed and viable curriculum and assessment system is in place to support student learning. 3.1 Identify new CCSS math resources for grades 7-8 and Algebra/Geometry courses. 3.2 Examine current ELA/ELD materials and resources for alignment to CCSS ± pursue the purchase of resources if warranted 3.3 Pilot common assessments across LASD in ELA and Math ± diagnostic/computer adaptive 3.4 Implement new assessment for math placement in grades 5-8	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	3.1,3.2 - Instructional materials and resources - $200,000 [018-0000- 715600-4310] 3.3 - iReady Assessment - $65,000 [060-6300-630000-4000] 3.4 - MDTP math assessment - $1,200 [060-6300-630000-4000]
4. LASD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 3 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation Team will train teachers and administrators to administer SBAC to students.	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	No additional expenditures anticipated.
5. LASD will support English Language Learners and analyze program efficacy, looking at student learning outcomes and reclassification rates. 5.1 General education teachers, EL teachers, and EL instructional assistants will participate in Professional Development on the ELA/ELD framework and effective pedagogical practices for EL students, for both integrate and designated instruction.	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils X Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	5.1 English Language Development Professional Development - expenditures included in Goal 2. 5.2 EL

5.2 Almond and Santa Rita Schools will increase befor or after school intervention class opportunities for English Language Learners during the school year. 5.3 Each Elementary School will provide integrated and designated EL instruction during the school day for English Learners 5.4 Provide Rosetta Stone online program for English Learners with CELDT levels 1 and 2 to use at school an at home. 5.6 Administer CELDT test annually to all English Learners. 5.7 Create an individual EL action plan for all students with a clear path for redesignation. 5.8 Form a district ELD Leadership to guide the work around implementing the new framework in LASD.			Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-420300] 1000-3000]: Certificated Personnel Salaries Title 3 $22,750 5.2 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $50,455 5.3 Certificated Salary of 3.5 FTE [General Fund: 010-0000-017900] 1000-3000]: Certificated Personnel Salaries Basic Aid $325,000 5.3 Classified salary of FTE [General Fund: 010-0000-017900] 2000-3999: Certificated

			Personnel Salaries Basic Aid $125,000 5.4 Rosetta Stone [Title 3 LEP: 060-4203-420300; Title 3 Immigrant: 060-4201- 420100] 4000-4999: Books And Supplies Title III $7960 5.6 CELDT Test - no additional expenditures 5.7 No additional cost 5.8 No additional cost
LCAP Year 2			

Expected Annual Measurable Outcomes:	Metrics: CAASPP (SBAC, CST, CAA) results - increase the number of students exceeding or meeting standards in ELA and Math by 5% CELDT results - 75% of English Learners will make annual progress and 40% of students will become English proficient in less than five years Local assessment results (Fountas and Pinnel, iReady math and reading assessments) - 90% of 3rd grade students will be on grade level by the end of the school year according to the Fountas and Pinnell assessment; 90% of all students will be on grade level in ELA and Math using the iReady placement tables EL Reclassification rates - we will increase our reclassification rate by 5% Surveys - using the professional development survey, 50% of teachers will see success using personalized data practices (up 25%) Williams Report - 100% teacher credential compliance Less than 4% opt out rate for SBAC 100% use of new standards-based year-end reporting document in TK - 8. Research, field test, and administer consistent formative and diagnostic assessments which yield actionable data to meet the needs of all LASD students. Successful implementation of the Academic Summer School Academy for students in grades K - 6, using focused criteria for qualification and identified teaching strategies for targeted impact. Stduents one or more years below grde level in reading according to Fountas and Pinnell. Provide daily systematic time for designated English instruction for EL learners as outlined in the ELA/ELD framework. Maintain 100% Williams Compliance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Refine summer learning program as a needs-based Summer School program.	All Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races X Low Income Pupils _ Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _White _ with Disabilities _ Homeless _ Other	1. Summer Academy - $100,000 [010-0000- 018700-1000 thru 4000]

3. LASD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 3 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	No additional expenditures anticipated.
5. Report out formally twice per year this year to parents and students while we build our online reporting skills.	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	No additional cost anticipated.
4. Ensure a guaranteed and viable curriculum and assessment system is in place to support student learning. 4.1 Examine current science materials and resources for alignment to NGSS ± pursue the purchase of resources if warranted 4.2 Review and expand upon common assessments across LASD ± diagnostic/computer adaptive and teacher created	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	4.1,4.2 - Instructional materials and resources - $200,000 [018-0000- 715600-4310] 4.3 - iReady Assessment - $65,000 [060-6300-630000-4000] 4.4 - MDTP math assessment - $1,200 [060-6300-630000-4000]

5. LASD will support English Language Learners. 5.1 General education teachers, EL teachers, and EL instructional assistants will stay current with Professional Development on the ELA/ELD framework and effective pedagogical practices for EL students, for both integrate and designated instruction. 5.2 Almond and Santa Rita Schools will offer a before after school intervention class for English Language Learners during the school year. 5.3 Each School will provide integrated and designated EL instruction during the school day for English Learners 5.4 Administer CELDT test annually to all English Learners. 5.5 Refine individual EL action plans for all students with a clear path for redesignation.	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils X Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	5.1 English Language Development Professional Development - expenditures included in Goal 2. 5.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-420300] 1000-3000]: Certificated Personnel Salaries Title 3 $22,750 5.2 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $50,455 5.3 Certificated Salary of 3.5 FTE [General Fund: 010-0000-017900] 1000-3000]: Certificated Personnel

			Salaries Basic Aid $325,000 5.3 Classified salary of FTE [General Fund: 010-0000-017900] 2000-3999: Certificated Personnel Salaries Basic Aid $125,000 5.4 CELDT Test - no additional expenditures 5.5 No additional cost
LCAP Year 3			

Expected Annual Measurable Outcomes:	Metrics: CAASPP (SBAC, CST, CAA) results - increase the number of students exceeding or meeting standards in ELA and Math by 5% CELDT results - 75% of English Learners will make annual progress and 40% of students will become English proficient in less than five years Local assessment results (Fountas and Pinnel, iReady math and reading assessments) - 90% of 3rd grade students will be on grade level by the end of the school year according to the Fountas and Pinnell assessment; 90% of all students will be on grade level in ELA and Math using the iReady placement tables EL Reclassification rates - we will increase our reclassification rate by 5% Surveys - using the professional development survey, 50% of teachers will see success using personalized data practices (up 25%) Williams Report - 100% teacher credential compliance Less than 4% opt out rate for SBAC 100% use of new standards-based year-end reporting document in TK - 8. Research, field test, and administer consistent formative and diagnostic assessments which yield actionable data to meet the needs of all LASD students. Successful implementation of the Academic Summer School Academy for students in grades K - 6, using focused criteria for qualification and identified teaching strategies for targeted impact. Stduents one or more years below grde level in reading according to Fountas and Pinnell. Provide daily systematic time for designated English instruction for EL learners as outlined in the ELA/ELD framework. Maintain 100% Williams Compliance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Report out formally at the end of the school year to parents and students. Online reporting in real time, with special reports as needed, are avaialble to all. Printed reports are mailed to those without Internet access.	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	none

1. Refine summer learning program as a needs-based Summer School program.	All Elementary Schools Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races X Low Income Pupils _ Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _White _ with Disabilities _ Homeless _ Other	1. Summer Academy - $100,000 [010-0000- 018700-1000 thru 4000]
3. Ensure a guaranteed and viable curriculum and assessment system is in place to support student learning. 3.1 Examine current science materials and resources for alignment to NGSS ± pursue the purchase of resources if warranted 3.2 Review and expand upon common assessments across LASD ± diagnostic/computer adaptive and teacher created	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	3.1,3.2 - Instructional materials and resources - $200,000 [018-0000- 715600-4310] 3.3 - iReady Assessment - $65,000 [060-6300-630000-4000] 3.4 - MDTP math assessment - $1,200 [060-6300-630000-4000]
3. LASD teachers, administrators, and classified staff will coordinate successful SBAC implementation. Teachers will prepare 3 - 8 grade students for annual summative SBAC by providing practice opportunities. The SBAC Implementation team will train teachers and administrators to administer SBAC to students.	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	No additional expenditures anticipated.

4. LASD will support English Language Learners. 4.1 General education teachers, EL teachers, and EL instructional assistants will stay current with Professional Development on the ELA/ELD framework and effective pedagogical practices for EL students, for both integrate and designated instruction. 4.2 Almond and Santa Rita Schools will offer a before after school intervention class for English Language Learners during the school year. 4.3 Each School will provide integrated and designated EL instruction during the school day for English Learners 4.4 Administer CELDT test annually to all English Learners. 4.5 Refine individual EL action plans for all students with a clear path for redesignation.	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils X Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	4.1 English Language Development Professional Development - expenditures included in Goal 2. 4.2 EL Intervention Before/After School Classes with certificated staff [Title 3 LEP: 060-4203-420300] 1000-3000]: Certificated Personnel Salaries Title 3 $22,750 4.2 EL Intervention Support with classified staff [General Fund: 010-0000-070900] 2000-2999: Classified Personnel Salaries Basic Aid $50,455 4.3 Certificated Salary of 3.5 FTE [General Fund: 010-0000-017900] 1000-3000]: Certificated Personnel

			Salaries Basic Aid $325,000 4.3 Classified Salary of FTE [General Fund 010-0000-017900] 2000-3999 Certificated Personnel Salaries Basic Aid $125,000 4.4 CELDT Test - no additional expenditures 4.5 No additional cost

GOAL:	2. Support teachers in their design of relevant learning experiences for all students.	Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 _6 N/A

Identified Need:	Teacher professional development needs to be relevant and personalized in order to best help them meet student needs. Going away from a one size fits all model is imperative. LASD is assessing teacher needs frequently and values choice and personal learning plans. The feedback from assessments indicates that professional learning opportunities must be based on student learnign outcomes, differentiated and personlaized.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All LASD teachers will participate in high quality and consistent professional development and structured collaboration for teachers in CCSS Math & ELA and	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native Hispanic or Latino Two or Mor	1.1 Curriculum Mapping and Unit

NGSS Science with a focus on instructional shifts, differentiated instruction, research supported practices, assessment data analysis, and assessment methods to meet the needs of all LASD students 1.1 Curriculum Mapping and Unit Development PD 1.2 PD on Professional Learning Communities - data analysis, differentiation, and assessment methods 1.3 Substitutes for PD 1.4 Curriculum Development and Professional Development around Math, Tech integration, social science, ELA, NGSS, ELD, SEL, physical education, electives 1.5 SVMI Conference 1.6 Teachers College - Reader's and/or Writer's Workshop 1.7 Subs for Conferences 1.8 NGSS specific PD - year two implementation for K-8 teachers 1.9 Teachers Teaching Teachers in LASD to support current initiatives		Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Development PD - Professional / Consulting Services And Operating Expenditures - TBD Professional /Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $5500 1.2 PD on Professional Learning Communities – Solution Tree Professional / Consulting Services and Conference [060-6264-626400-5000] $50,000 - Educator Effectiveness Funds 1.3 Subs for PD - Certificated Personnel Salaries [060-4035-403500-1000 thru 3000] Title II $1800 1.4 Curriculum Development and

				Professional Development around Math, Tech integration, ELA, NGSS, ELD, SEL, PE, Electives TBD Professional/Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $5500 1.5 SVMI Conference - Silicon Valley Math Initiative Leadership Institute Professional/Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $12,000 1.6 Teachers College-Reading Workshop at Columbia University Professional/Consulting Services And Operating Expenditures [060-4035-403500-5000]

			Title II $8000 1.7 Subs for Conference - Certificated Personnel Salaries [060-4035-403500-1150 thru 3999] Title II $1800 1.8 Subs for PD - Certificated Personnel Salaries [060-4035-403500-1150 thru 3999] Title II $1800 1.9 Teachers Teaching Teachers [060 4035-403500-1150 thru 3999] Title II $1800
Those new teachers requiring induction will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA). Teachers not requiring induction will also be provided district support.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	2.1 $2000 per participating teacher - 20 teachers @ $2,000 each or $40,000 [- 2.1 New teacher mentor cost $115,672 [010 018100-1000 thru 3999]

LASD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	All Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White X with Disabilities _ Homeless _ Other	No additional expenditures anticipated.

LCAP Year 2

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All LASD teachers will participate in high quality and consistent professional development and structured collaboration for teachers in CCSS Math & ELA and NGSS Science with a focus on instructional shifts, differentiated instruction, research supported practices, assessment data analysis, and assessment methods to meet the needs of all LASD students 1.1 Curriculum Mapping and Unit Development PD 1.2 PD on Professional Learning Communities - data analysis, differentiation, and assessment methods 1.3 Substitutes for PD	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	1.1 Curriculum Mapping and Unit Development PD - Professional / Consulting Services And Operating Expenditures - TBD Professional / Consulting Services And Operating

1.4 Curriculum Development and Professional Development around Math, Tech integration, social science, ELA, NGSS, ELD, SEL, physical education, electives 1.5 SVMI Conference 1.6 Teachers College - Reader's and/or Writer's Workshop 1.7 Subs for Conferences 1.8 NGSS specific PD - year two implementation for K-8 teachers 1.9 Teachers Teaching Teachers in LASD to support current initiatives			[060-4035-403500-5000] Title II $5500 1.2 PD on Professional Learning Communities – Solution Tree Professional / Consulting Services and Conference [060-6264-626400-5000] $50,000 - Educator Effectiveness Funds 1.3 Subs for PD - Certificated Personnel Salaries [060-4035-403500-1000 thru 3000] Title II $1800 1.4 Curriculum Development and Professional Development around Math, Tech integration, ELA, NGSS, ELD, SEL, PE, Electives TBD Professional / Consulting Services And Operating

				Expenditures [060-4035-403500-5000] Title II $5500 1.5 SVMI Conference - Silicon Valley Math Initiative Leadership Institute Professional/Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $12,000 1.6 Teachers College-Reading Workshop at Columbia University Professional/Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $8000 1.7Subs for Conferences - Certificated Personnel Salaries [060-4035-403500-1150 thru 3999] Title II $1800 1.8 Subs for PO

			- Certificated Personnel Salaries [060-4035-403500-1150 thru 3999] Title II $1800 1.9 Teachers Teaching Teachers [060 4035-403500-1150 thru 3999] Title II $1800
Those new teachers requiring induction will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA). Teachers not requiring induction will also be provided district support.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	2.1 $2000 per participating teacher - 20 teachers @ $2,000 each or $40,000 [- 2.1 New teacher mentor cost $115,672 [010 018100-1000 thru 3999]
LASD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	All Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White X with Disabilities _ Homeless _ Other	No additional expenditures anticipated.
LCAP Year 3			

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All LASD teachers will participate in high quality and consistent professional development and structured collaboration for teachers in CCSS Math & ELA and NGSS Science with a focus on instructional shifts, differentiated instruction, research supported practices, assessment data analysis, and assessment methods to meet the needs of all LASD students 1.1 Curriculum Mapping and Unit Development PD 1.2 PD on Professional Learning Communities - data analysis, differentiation, and assessment methods 1.3 Substitutes for PD 1.4 Curriculum Development and Professional Development around Math, Tech integration, social science, ELA, NGSS, ELD, SEL, physical education, electives 1.5 SVMI Conference 1.6 Teachers College - Reader's and/or Writer's Workshop 1.7 Subs for Conferences	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	1.1 Curriculum Mapping and Unit Development PD - Professional / Consulting Services And Operating Expenditures - TBD Professional /Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $5500 1.2 PD on Professional Learning Communities - Solution Tree Profession al/Consulting

1.8 NGSS specific PO- year two implementation for K-8 teachers 1.9 Teachers Teaching Teachers in LASD to support current initiatives			Conference [060-6264-626400-5000] $50,000- Educator Effectiveness Funds 1.3 Subs for PO - Certificated Personnel Salaries [060-4035-403500-1000 thru 3000] Title II $1800 1.4 Curriculum Development and Professional Development around Math, Tech integration, ELA, NGSS, ELD, SEL, PE, Electives TBD Professional /Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $5500 1.5 SVMI Conference - Silicon Valley Math Initiative Leadership Institute Profess ional /Consulting

				Services And Operating Expenditures [060-4035-403500-5000] Title II $12,000 1.6 Teachers College-Reading Workshop at Columbia University Professional /Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $8000 1.7Subs for Conferences - Certificated Personnel Salaries [060-4035-403500-1150 thru 3999] Title II $1800 1.8 Subs for PO - Certificated Personnel Salaries [060-4035-403500-1150 thru 3999] Title II $1800 1.9 Teachers Teaching Teachers [060-4035-403500-1150 thru 3999]

			Title II $180
Those new teachers requiring induction will be supported by a mentor and participate in professional development with the Silicon Valley New Teacher Project (SVNTP) /Beginning Teacher Support and Assessment (BTSA). Teachers not requiring induction will also be provided district support.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	2.1 $2000 per participating teacher - 20 teachers @ $2,000 each or $40,000 [- 2.1 New teacher mentor cost $115,672 [010 018100-1000 thru 3999]
LASD special education staff will participate in Professional Development to address implementation of ELA and Math CCSS and NGSS for Special Education students and underperforming students, including differentiation, writing appropriate goals, and supports for the general education classroom.	All Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White X with Disabilities _ Homeless _ Other	No additional costs are anticipated.

GOAL:	3. Engage staff, parents and community members as learning partners.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 N/A
Identified Need:	An engaged community is a strong communicty. It is also imperative to inform all stakeholders in the community about Los Altos School District¶s progress. In addition, LASD must consider all stakeholders as learners, and provide appropriate learning opportunities for each.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	Mailers will be sent out twice per year and digital commuincations will go out monthly to LASD parents. The percentage of parents using PowerSchool to access student learning information will be at least 60% for a baseline measurement. Parent satisfaction survey for new reporting system will be at least 60% for a baseline measurement. The curriculum department will create monthly podcasts for staff - 10 in all.

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. 1.Continue to partner with LAEF to match community resources to the district vision 2. Educate parents on using PowerSchool Parent Porta 3. Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members. 4. Include parents in district and site level committees: Budget Advisory Committee, Citizens Advisory Committee for Finance, DELAC, School Site Council, Curriculum Council	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	no anticipated additional cost
1. Inform all stakeholders in the community about Los Altos School District¶s progress.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Cost of mailers/commu nication - $5,000 Public Information [0-0000-071800-4000 thru 5999]
Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking	All Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races X Low Income Pupils X Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _White _ with Disabilities _ Homeless _ Other	cost of translation services - [060-4203-420300-2000 thru 3999] Title III $2,000

Continue with podcast updates for staff, emphasizing consistent messages and timely decisions. Teachers are engaged through staff meetings, district meetings, teacher work teams and district and site committees.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	none anticipated
LASD teachers will be provided with high quality professional development on the new reporting system. Students and parents will have access to formative feedback related to identified essential standards and non-academic indicators. - Report out formally three times per year this year to parents and students while we build our online reporting skills. - Gather feedback from stakeholders regarding new reporting system and reporting document.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	1.PowerSchool PowerTeacher PRO - no additional cost for the tool. 2.PowerSchool - Professional /Consulting Services And Operating Expenditures [060-4035-403500-5000] Title II $2000

LCAP Year 2

Expected Annual Measurable Outcomes:	Mailers will be sent out twice per year and digital commuincations will go out monthly to LASD parents. The percentage of parents using PowerSchool to access student learning information will be at least 70%. Parent satisfaction survey for new reporting system will be at least 70%. The curriculum department will create monthly podcasts for staff - 10 in all.

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. 1.Continue to partner with LAEF to match community resources to the district vision 2. Educate parents on using PowerSchool Parent Porta 3. Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members. 4. Include parents in district and site level committees: Budget Advisory Committee, Citizens Advisory Committee for Finance, DELAC, School Site Council, Curriculum Council	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	no anticipated additional cost
Continue with podcast updates for staff, emphasizing consistent messages and timely decisions. Teachers are engaged through staff meetings, district meetings, teacher work teams and district and site committees.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	none anticipated
1. Inform all stakeholders in the community about Los Altos School District¶s progress.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Cost of mailers/communication - $5,000 Public Information [0-0000-071800-4000 thru 5999]

LASD teachers will be provided with high quality professional development on the new reporting system. Students and parents will have access to formative feedback related to identified essential standards and non-academic indicators. - Report out formally three times per year this year to parents and students while we build our online reporting skills. - Gather feedback from stakeholders regarding new reporting system and reporting document.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	1.PowerSchool PowerTeacher PRO - no additional cost for the tool.
Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking	All Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races X Low Income Pupils X Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _White _ with Disabilities _ Homeless _ Other	cost of translation services - [060-4203-420300-2000 thru 3999] Title III $2,000

LCAP Year 3

Expected Annual Measurable Outcomes:	Mailers will be sent out twice per year and digital commuincations will go out monthly to LASD parents. The percentage of parents using PowerSchool to access student learning information will be at least 75%. Parent satisfaction survey for new reporting system will be at least 75%. The curriculum department will create monthly podcasts for staff - 10 in all.

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. 1. Continue to partner with LAEF to match community resources to the district vision 2. Educate parents on using PowerSchool Parent Porta 3. Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members. 4. Include parents in district and site level committees: Budget Advisory Committee, Citizens Advisory Committee for Finance, DELAC, School Site Council, Curriculum Council	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	no anticipated additional cost
Continue with podcast updates for staff, emphasizing consistent messages and timely decisions. Teachers are engaged through staff meetings, district meetings, teacher work teams and district and site committees.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	none anticipated
1. Inform all stakeholders in the community about Los Altos School District¶s progress.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Cost of mailers/communication - $5,000 Public Information [0-0000-071800-4000 thru 5999]

LASD teachers will be provided with high quality professional development on the new reporting system. Students and parents will have access to formative feedback related to identified essential standards and non-academic indicators. - Report out formally three times per year this year to parents and students while we build our online reporting skills. - Gather feedback from stakeholders regarding new reporting system and reporting document.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	1.PowerSchool PowerTeacher PRO - no additional cost for the tool.
Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking	All Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races X Low Income Pupils X Redesigna English proficient _ Asian _ Native Hawaii Pacific Islander X English Learners _ Blac African American _ Filipino _White _ with Disabilities _ Homeless _ Other	cost of translation services - [060-4203-420300-2000 thru 3999] Title III $2,000

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 X 4 X 5 X 6 N/A

Identified Need:

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

Create relationships with new and existing partner organizations to support the LASD educational program and create new opportunities for students in LASD.
Create a robust network of early innovators within LASD that supports change, shares best practices, and moves into uncharted areas of reinvention.
Identify initiatives for longer-term implementation.
Document and evaluate innovative strategies within LASD. If warranted, create a plan to scale such innovations.

Goal Applies to:

Schools: All

Grades: All

Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:

Metrics:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Expand STEM program at all schools. Finalize integrated STEM model for TK-6 Expand STEM opportunities for students Create 7-8 STEM plan Determine metrics for and measure student learning outcomes	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	STEM program costs: $20,000 [060-9010-918300-4000] LAEF 8.0 FTE certifcated personnel $975,000 [060-9010-918300-1000 thru 3999]
Expand computer science offerings for students. Determine metrics and measure student learning outcomes of current 6th grade cSTEM program. Explore the possibility of expanding cSTEM program to 5th grade Expand Computer Science elective in the junior high schools Incorporate more computer science opportunities into the STEM program	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	cSTEM program 1.5 FTE LAEF $155,000 [060-9010-918400-1000 thru 3999]
Implement a Teachers Teaching Teachers Professional Development model, including afterschool and online learning options in support of district vision and Blueprint goals. develop catalog and digital materials measure attendance for impact	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Title II - teacher stipen for course creation and delivery - $10,000 [060-4035-403500-1190 thru 3999]

Implement badging system as a way to understand areas of expertise and training needs of teachers and deliver online content.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Title II $5,000 for badging system [060-4035-403500-5000]

LCAP Year 2

Expected Annual Measurable Outcomes:	All STEM teachers will co-create one project based learning unit that integrates STEM into daily classroom learnin 100% of 6th grade students will have weekly cStem classes. The junior high schools will increase the Computer Science elective from two to three classes next year. Teachers Teaching Teachers will provide 5 classes per trimester in the catalog and attendance rates will increase 10% from last year. Number of Badges awarded will increase to 5 internal or external badges per teacher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand STEM program at all schools. Finalize integrated STEM model for TK-6 Expand STEM opportunities for students Create 7-8 STEM plan Determine metrics for and measure student learning outcomes	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	STEM program costs: $20,000 [060-9010-918300-4000] LAEF 8.0 FTE certifcated personnel $975,000 [060-9010-918300-1000 thru 3999]

Expand computer science offerings for students. Determine metrics and measure student learning outcomes of current 6th grade cSTEM program. Explore the possibility of expanding cSTEM program to 5th grade Expand Computer Science elective in the junior high schools Incorporate more computer science opportunities into the STEM program	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	cSTEM program 1.5 FTE LAEF $155,000 [060-9010-918400-1000 thru 3999]
Implement badging system as a way to understand areas of expertise and training needs of teachers and deliver online content.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Title II $5,000 for badging system [060-4035-403500-5000]
Implement a Teachers Teaching Teachers Professional Development model, including afterschool and online learning options in support of district vision and Blueprint goals. develop catalog and digital materials measure attendance for impact	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Title II - teacher stipen for course creation and delivery - $10,000 [060-4035-403500-1190 thru 3999]
LCAP Year 3			

Expected Annual Measurable Outcomes:	All STEM teachers will co-create one project based learning unit that integrates STEM into daily classroom learnin 100% of 6th grade students will have weekly cStem classes. The junior high schools will maintain the Computer Science elective at three classes next year. Teachers Teaching Teachers will provide 7 classes per trimester in the catalog and increase attendance 10% from the year prior. Number of Badges awarded will maintain at 5 internal or external badges per teacher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand STEM program at all schools. Finalize integrated STEM model for TK-6 Expand STEM opportunities for students Create 7-8 STEM plan Determine metrics for and measure student learning outcomes	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	STEM program costs: $20,000 [060-9010-918300-4000] LAEF 8.0 FTE certifcated personnel $975,000 [060-9010-918300-1000 thru 3999]
Expand computer science offerings for students. Determine metrics and measure student learning outcomes of current 6th grade cSTEM program. Explore the possibility of expanding cSTEM program to 5th grade Expand Computer Science elective in the junior high schools Incorporate more computer science opportunities into the STEM program	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	cSTEM program 1.5 FTE LAEF $155,000 [060-9010-918400-1000 thru 3999]

Implement badging system as a way to understand areas of expertise and training needs of teachers and deliver online content.	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Title II $5,000 for badging system [060-4035-403500-5000]
Implement a Teachers Teaching Teachers Professional Development model, including afterschool and online learning options in support of district vision and Blueprint goals. develop catalog and digital materials measure attendance for impact	All Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or Mor Races _ Low Income Pupils _ Redesignat English proficient _ Asian _ Native Hawaii Pacific Islander _ English Learners _ Blac African American _ Filipino _ White _ with Disabilities _ Homeless _ Other	Title II - teacher stipen for course creation and delivery - $10,000 [060-4035-403500-1190 thru 3999]

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?

Original Goal from prior year LCAP:	1. Meet the individual learning needs of all students includes targeted instruction for individual academic and social emotional growth.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 X 6 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

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.	Actual Annual Measurable Outcomes:	Statewide testing (CAASPP) results were analyzed, as were parent and teacher surveys. We have not had data around teacher implementation. Attendance, suspension and explusion rates remain steady. We had no dropouts this year. CAASPP results in ELA: 59.4% standard exceeded 27.83% standard met 8.32% standard nearly met 4.45% standard not met CAASPP results in Math: 64.26% standard exceeded 21.97% standard met 9.09% standard nearly met 4.68% standard not met In 2014-2015, the district suspension rate was 0.44 with 0 expulsions. Data for 15/16 has not been updated by the state yet.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Ensure meaningful formative feedback is included as a constant in student/teacher interactions. 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 teachers were trained on Haiku Learning. Tool was found to be ineffective for teachers and parents around reporting. all TK-8 teachers received trainin in standards based teaching and learning, including formative feedback.		$25,000 (yearly subscription fees for Haiku Learning) [060-7405- 740500 - 5800] Actual cost: Kristen Swanson consult $2000 Title II funds
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Develop a communication process that allows teachers, students and parents to utilize actionable feedback about each child's learning. - Implement the new Learning Management System (Haiku Learning) as supplement/replacement for report cards 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			Teachers used either Haiku reports or a newly created bridge report for report cards this year. We are in the process of creating new reports for next year within PowerSchool. The district will be going back to PowerSchool for reporting and communicating student learning progress. We are working to customize our parent portal and have trained teachers in the new system. Parents will get training and resources once the school year begins on how to access student learning information. Teachers continue to rethink Back to School Night and Open House. We are currently working with the teachers' association around the topic of parent conferences.		no additional expense
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hisp Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Pacif Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide remedial instruction through a needs- based Summer School program.		$135,000 [010-0000-018700-1000 thru 4000]	255 students were served in our summer program last year. This includes both English Learners and Special Education student, as well as students struggling academically.		$135,000 [010-0000- 018700-1000 thru 4000]
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students w Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hisp Latino _ Two or More Races X Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Pacifi Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

Regularly incorporate small group instruction as a method for meeting individual student needs. Generate common understanding of the LASD definition of small group instruction and increase its use in all grade levels Gain baseline data as to the use of effective small group instruction based on core content areas ± ELA, Math, Science, Social Studies		iReady Diagnostic Assessments $58,000 Lottery	Using the Fountas and Pinnell Reading Benchmark Assessment as a vehicle for creating small groups, teachers created small groups for targeted reading instruction. Almond school piloted iReady Diagnostic Assessments in Math and Reading and used that data to form flexible, targeted instructional groups. iReady will be rolled out to all schools next year as a tool to allow for data driven small group instruction.		iReady Diagnostic Assessments $58,000 Lottery
Scope of service:	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Design learning opportunities that allow for student choice and passion. Continued examination of JH elective classes to ensure they are meeting student needs Offer Student EdCon Continue to offer student events such as the LASD Film Festival and STEM showcase		$1,500 (student events) [010-0000- 010500 - 4310]	Computer Science elective added to both junior high schools. Student EdCon and the LASD Film Fest were not offered this year. STEM Expos occured at all of our elementary schools with higher than ever participation.		$1,500 (student events) [010-0000-010500 - 4310]
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide professional development opportunities for teachers and instructional leaders to enhance their understanding of new instructional frameworks and the applicability to student learning Enroll teachers and administrators in PD offerings (such as county-sponsored Access for All)		$7500 Title II	25 teachers and 5 principals attended the ELA/ELD Framework 3 day Access for All training at SCCOE; 4 teachers attended the Phase Two Network.		$7500 Title II
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Ensure a guaranteed and viable curriculum and assessment system is in place to support student learning. Implement new math resources in grades 6-8 and Algebra/Geometry courses. Examine current ELA/ELD materials and resource for alignment to CCSS ± pursue the purchase of resources if warranted		$80,000 [060-4201- 420100 -1000 thru 5000]	New Algebra and Geometry resources will be implemented in 2016/2017. A needs assessment in ELA/ELD materials will occur in 2016/2017. This year we focused on identifing essential standards in all content areas for a guaranteed viable curriculum. Now that those have been identified, our materials search will have the focus it needs. NGSS: This did not accur. All K-6 teachers attende professional development aroudn the science and engineering principles and how they can be used with current materials since the material adoption for science timeline has been extended. 6-8 grade science teachers have met regularly this year to		$80,000 [060-4201- 420100 -1000 thru 5000]

	Pilot NGSS aligned Hands-on Science kits in select 3rd grade classes Pilot NGSS aligned lessons, units, and strategies in JH science classes Pilot common assessments across LASD ± diagnostic/computer adaptive Provide differentiated instruction as needed for EL students		design and implement 1-3 NGSS aligned units of study, including the student performance expectations, core disciplinary content, and practices. Almond school piloted iReady assessments. It will be implemented district-wide next school year in Reading and Math. Fountas and Pinnell Benchmark Assessment in Reading was implemented district wide this year. We continue our transition to the new ELA/ELD framework for designated and integrated language instruction at all schools.		
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Ensure that all teachers are assigned appropriately and are fully credentialed ± goal 100%²and that students have sufficient access to standards-based instructional materials and that all facilities are in good repair.		0 [done by in-house staff]	All teachers are assigned appropriately and are fully credentialed.	Done by in-house staff.
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, services, and expenditures	In 16-17 there will be a clear focus on the implementation of professional learning communities in all nine schoo in an effort to better meet the needs of all students. New assessments will be implemented district wide after successful pilots this school year at several of our elementary schools.			

Original Goal from prior year LCAP:	Support teachers in their design of relevant learning experiences for all students. Teacher professional development needs to be relevant and personalized in order to best help them meet student needs.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6

Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
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.		Actual Annual Measurable Outcomes:	100% Williams compliance; we have just begun to interview teachers who are leaving the district to better understand rationale (cost of living, teacher dissatisfaction, relocation, etc); we have not collected data around staff satisfaction; starting next year we will have a reliable way to track teacher participation in professional development.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Create a structure and process to facilitate teacher-to-teacher observations. - Expansion and formalization of the use of 3 PLP days that each teacher is provided. - Development of a repository of model classroom practices across the district - Expand and restructure the instructional coaching model to better support teachers in their design of learning experiences		$75,000 (substitute costs) [010-0000- 018100 -1150 thru 3000]	Teachers continue to work with pincipals in goal setting and using Professional Learning days to meet goals. We will be using a platform next school year that allows us to deliver and house professional learning opportunities around initiatives and best practices. This could include videos, documents, slides, etc. The STEM coach model has been our most effective model to date. She has been working with a team of teachers from every school site. Next year we will be using a similar model with a new junior high school math coach.		$75,000 (substitute costs) [010-0000- 018100 - 1150 thru 3000]
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hisp Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide opportunities for teachers to create & strengthen professional learning networks (PLNs) Utilize twitter as a tool to connect educators across LASD and external to LASD Include collaboration and connection of educators in district-wide professional development experiences. Expand the use of the LASD Learning Principles to focus professional development and provide coherence for teachers Pilot the use of Haiku Learning as a means of delivering personalized, online professional development	$35,000 Educator Effectiveness Fund	Twitter continues to be a tool for teachers and principals to expand their PLN. This year we have begun to explore professional learning communities as a framework for collaboration. All administrators and several teachers have attended a Solution Tree PLC conference. As a district, we will be incorporating our professional development and PLC work. Early next year all staffs will be going through a school site mission and vision process that will include the LASD Learning Principles and LCAP/district goals.	$35,000 Educator Effectiveness Fund

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Ensure that all teachers are assigned appropriately and are fully credentialed ± goal 100%²and that students have sufficient access to standards-based instructional materials and that all facilities are in good repair.		0 [done by in-house staff]	All teachers are assigned appropriately and are fully credentialed.		Done by in house staff.
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other
What changes in actions, services, and expenditures	We are putting a badging system in place as a way for us to track teacher participation for professional development. We are also including more feedack on quality, implementation, and needed support.	

Original Goal from prior year LCAP:	Engage staff, parents and community members as learning partners.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Improvement in key performance indicators including parent participation and satisfaction survey results.	Actual Annual Measurable Outcomes:	There were 940 parent responses and 123 teacher responses to a survey on Haiku Learning and Standards Based Reporting. Based on the feedback from both groups, we have researched and found a new reporting tool for communicating student learning progress to parents. Teacher survey results from the same survey, as well as from the Learning Forward survey on professional development indicated that the district could use a more transparent, outcome oriented, and needs focused professional development plan for teachers.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Engage staff, parents and community members in their areas of interest/expertise to support our students in learning. 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. Inform all stakeholders in the community about Los Altos School District's progress.	0 [done by in-house staff]	This year LAEF committed to a $3.15 million dollar grant. Work around compiling a pool of community experts has not been done. Haiku Learning proved to be ineffective for parent commnication. We are exploring other processes for effective parent communication in 2016/2017. Communication comes from the district and school sites on a regular basis. We have both volunteer and contracted translation services that are used regularly to commuincate with families. We hosted only one EdTalk this year, two times, on standards based teaching and learning. Approximately 200 parents and community memebers attended. We did not host EdSummit again this year. Our junior high school math teachers met seevral times with the high school math department. They have	Haiku fee $25,000 fee [060-7405-740500-580] District communication: $65,000 [010 0000- 071800 - 4000 thru 5000] Translation services: $15,00 0 [010-0000- 017090 -

Maximize the use of Haiku Learning to keep parents and community informed of key happenings across the district. Periodically communicate with parents and community members about district programs, activities, and issues Provide translation services for publications and communications with parents who are Spanish and/or Mandarin speaking Consider all stakeholders as learners, and provide appropriate learning opportunities. Increase the frequency of EdTalks to include more opportunities to inform and hear from parents and community members. Host events like EdSummit that can be open to the community. Engage with the high school district at a deeper level to ensure the best possible academic and social-emotional transition to high school.		collaborated around algebra specifically.	2000 thru 3000] Stakeholder learning: $5,000 [060- 9010- 902800 -1000 thru 3000]

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	With this in mind, an LASD Roadmap that includes professional learning and curriculum goals and a needs based PD suNey were developed.				

Original Goal from prior year LCAP:	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 X 4 _5 X 6
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups: All	
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.	Actual Annual Measurable Outcomes: CAASPP statewide testing data has been analyzed, as well as survey data form parents and teachers. Attendance, suspensions, and expulsion rates remain steady. We had zero dropouts this year.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Create relationships with new and existing partner organizations to support the LASD educational program and create new opportunities for students in LASD. Work with the LAEF leadership to develop a partnerships plan	None	We continue to work with LAEF on ideas around bringing in more community participation to support the LASD educational program.	None

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ R fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Create a robust network of early innovators within LASD that supports change, shares best practices, and moves into uncharted areas of reinvention. - Expand the use of the iLearn program as a means to meet the needs of early innovators and adopters - Explore the use of badging within Haiku Learning as a means of encouraging and acknowledging our teacher leaders		none	We are in the process of revamping and rebranding iLearn and professional development in LASD. We will likely be working with Krause Center for Innovation and their badging system as a way to support and acknowledge all teachers.		Haiku fee: $25,000 [060-7405-740500-5800]

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Identify initiatives for longer-term implementation. If warranted, create a plan to scale such innovations. Monitor and evaluate the effectiveness of the TK and Extended day Kindergarten programs ± support and adjust as necessary. 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. Formalize the STEM program for further implementation throughout LASD elementary schools Expand Computer Science into the Junior High school through elective offerings and science classes. Expand Social-Emotional Learning program ± replacement or supplement to Project Cornerstone Investigate and plan for a transition to the Middle School model (6th-8th grade)			With new data in place next year, we will be better equipped to measure and evaluate the TK and Extended Kinder programs. We have met with the Santa Clara County Office of Education around ELD. A team was sent for training this year and a leadership team will be formed in early fall of 2016 for district wide implementation. The STEM team is working on a more integrated model fo STEM. The team has created a clear plan for projects and skills TK-6. Looking at ways to measure the program will be a focus for next year. Both junior high schools ra a computer science elective this spring semester. It has proven to be very successful and will expand next school year. All students in junior high used STAR Log Nova in science for an integrated coding project. We have invested in Responsive Classroo as a supplement to Project Cornerstone. We have trained over 100 teachers in the model. Middle school transition work will continue next year.		Trainings: $2,575, 000 [010- 0000- 018100 -1000 thru 3000] Computer Science: $105,000 [060 - 9010- 918400 - 1000 thru 3000] STEM: $940,000 [060 - 9010- 918300 - 1000 thru 5000]

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Rac Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students wi Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ His Latino _ Two or More Races _ Low Income Pupils _ F fluent English proficient _ Asian _ Native Hawaiian or Paci Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	Looking at professional learning communicties as way to provide a structure for collaboration around building units of instruction that balance skill building and innovative methods.				

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 districts 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:	921426

Based on the district's unduplicated pupil count (14% of total district enrollment), the calculated amount of supplemental and concentration grant funding for 2016-17 is $921,426. The district is providing services to these students in excess of $921,426. The services include the followin

Our needs-based Summer School program provides remedial instruction and learning, particularly for the sub-set of students identified as unduplicated pupils. (see Goal 1, Action/Services 2; p. 14; $100,000)
Our before- and after-school intervention classes at schools with larger populations of English Learners supports the school-day learning for these students. (see Goal 1, Action/Services 5.2; p. 16; $73,205)
We are providing appropriate instructional materials for students with varying learning styles and abilities. (see Goal 1, Action/Services 3.1 & 3.2; p. 15; $200,000)
We are providing assessment tools to assist in differentiated instruction. (see Goal 1, Action/Services 3.3 & 3.4; p. 15; $66,200)
Certificated and classified staff who are specialists in English Language Development provide support and instruction, particularly at our schools with the highest concentration of EL students. (see Goal 1, Action/Services 5.3; p. 16-17; $450,000)
We plan to use Rosetta Stone online program for EL students who are beginning to learn English. Students will be able to use this program both at school and at home. (see Goal 1, Action/Services 5.4; p. 16-17; $7,960)
We provide translation services for students whose home language is either Spanish or Mandarin. (see Goal 3, Action/Services 2.2; p. 40; $2,000)
We have added computer science offerings in the upper elementary and junior high grades. (see Goal 4, Action/Services 2.1; p. 43; $155,000)

District-wide actions used to support all students and which are the most effective use of funds to meet our goals for unduplicated pupils include the following:

1. Professional development for our teaching staff on differentiated instruction and learning.
2. Literacy aides in the primary grades to enable reading instruction tailored to fit each student's needs.
3. Data mining for relevant information to assist teachers in developing individualized learning strategies.

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.

	3.00	%

The services we have identified in our LCAP demonstrate 3% increased or improved services to unduplicated students as compared to the services provided to all pupils in the 2016-17 school year. The increase in services is shown below.

Additional staffing to assist English Learner and at-risk students.
Professional development designed around differentiated instruction for all types of learners, with an emphasis on at-risk students.
Acquisition of instructional materials relevant to English Learner students, including Rosetta Stone.
A four-week intensive remedial summer school program provides a significant boost for at-risk and struggling English Learners.
Increased training on cultural diversity and acceptance for teachers, administrators, and students.
Additional intervention activities to assist struggling EL and low income students.
The use of relevant assessment data to identify those students who are struggling and follow-up with individualized learning strategies to help them succeed.

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) ³Chronic 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 ³chronic 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) ³Middle School dropout rate´ shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) ³High 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 ³cohort´ 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) ³High 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 o passed the California High School Proficiency Exam] by the end of year 4 in the cohort where ³cohort´ 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) ³Suspension 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) ³Expulsion 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).