

Los Altos School District Local Control and Accountability Plan (LCAP) Spring 2014

Table of Contents

- I. Preface—District Goals
- II. Conditions of Learning
- III. Pupil Outcomes
- IV. Engagement
- V. Other Required Information
- VI. Appendix—Stakeholder Engagement

I. Preface—District Goals

Independent of the LCAP development process the District engages in a collaborative, strategic planning process with stakeholders to define district goals for a three-year period—and refers to the identified goals as the district’s “Education Blueprint”). For the 2014/15 through 2016/17 school years the following goals have been identified. Where appropriate each of the goals/objectives in the Local Control and Accountability Plan are cross-referenced to the Education Blueprint goals.

- 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. Maintain financial stability**
- 5. Develop a 5-year facilities and resource plan that includes both Los Altos School District and Bullis Charter School needs**
- 6. Pursue new and effective learning methodologies for implementation in our schools that acknowledge the rapidly changing world in which our students live**

II. Conditions of Learning

The Los Altos School District consists of 7 elementary schools and 2 junior high schools. As of the 2013-14 school year, 99% of our teachers meet the “highly qualified” criteria under federal No Child Left Behind (NCLB) guidelines. Our school facilities, all of which were modernized from 2000 through 2008, are in good repair and are planned to undergo another renovation phase with proposed bond funds from an upcoming election. We are located in the heart of Silicon Valley and serve a highly supportive community. We are a community-funded (basic aid) district and count on our local property taxes to support our base programs for student achievement. In order to provide student experiences that support our vision of Revolutionizing Learning for All Students, we access funds provided by our community. Parent donations to the Los Altos Educational Foundation (LAEF) fund many fine arts and innovative programs that engage all students in active learning. Our Foundation raised and donated \$3.2 million to the district for the 2013-14 school year. Additionally we have two parcel taxes that raise a combined total of \$10 million, providing community support for base programs and a measure of funding stability during economic downturns. School PTAs contribute significant funds to augment district programs and typically provide much of the technology used at our schools, as well as donate countless volunteer hours to ensure our schools are welcoming and vibrant places for our students.

On succeeding pages we identify key district goals and objectives, our action plan to accomplish these goals/objectives, how we will measure whether or not we have succeeded, their fiscal impact, and a suggested timeline. The goals/objectives reflect work undertaken by the district that is responsive to the state priorities under the new Local Control Funding Formula.

Section II. Conditions of Learning

Goal/Objective	District Goal	Action Plan	Students Affected	Fiscal Impact	By When
Ensure that all teachers are assigned appropriately and fully credentialed		1. Move from 99% to 100% compliance (no waivers)	All	1. \$0	1. 2016-17
All students, including English Learners and Special Needs students, have access to standards-aligned instructional materials	1	1. Purchase appropriate materials to ensure 100% compliance 2. Purchase newly aligned social studies and science textbooks 3. Purchase CCS-aligned instructional materials that support students with special needs and accommodate multiple learning styles.	All EL Spec Ed	1. \$200,000	1. Annually
Provide opportunity for more meaningful mainstreaming for children who are placed in special day classes	1	1. Develop and utilize systematic way for determining amount and purpose of mainstreaming to ensure that students with disabilities are maximizing the time they are meaningfully included with non-disabled peers 2. Utilize reverse mainstreaming where feasible to de-mystify SDC classes for general education students and increase self-confidence of students with special needs	Spec Ed		
Ensure all classrooms and all school facilities are in good to excellent condition	5	1. Repairs as needed 2. Deferred maintenance projects annually each summer 3. Facilities needs assessment	All	1. \$1.6 M (RRMA) 2. \$300,000 (deferred maintenance fund) 3. \$28,000	1. Annually 2. Annually 3. 2014-15
Ensure that all school playgrounds and play areas are safe and in good working condition	5	1. District staff conduct playground inspections 2. Certified Playground Inspector periodically inspects all playgrounds	All	1. None 2. Covered by Insurance JPA	1. Quarterly 2. 2015-16 (every two years)
All students, including English Learners, receive current standards-aligned instructional material.	1 2	1. Purchase new Common Core standards-aligned textbooks and related instructional materials—by subject as they become available 2. Purchase new ELD kits to fit our demographics	All EL		

Goal/Objective	District Goal	Action Plan	Students Affected	Fiscal Impact	By When
		3. Consider expanding junior high elective choices to include cooking and drama (integration of Common Core standards)			
Provide opportunity for more individualized instruction and more manageable classroom activities with smaller classes.	1 2	1. Maintain class sizes of 25 or less for core subjects in both junior high schools—English, Mathematics, History, and Science.	All	1. \$360,000 (LAEF funded)	1. 2014-15 (on-going)
Provide individual student and family counseling as needed to reduce stresses and impediments to student learning.		1. CHAC services	All	1. \$45,000	
Ensure students are prepared to participate fully in their educational process.		1. Each school will contract with a district approved vendor, who will provide a nutritious meal that meets all federal/state nutrition guidelines for students who qualify for free/reduced meals.	Low Income	1. \$75,000	1. Annually
Ensure all students have access to technology	1 6	1. Provide 1:1 access to technology in all grades K – 8, including special day classes from preschool to grade 8 2. Modernize classrooms to accommodate emerging technology 3. Technology Specialists at all schools ensure equipment is maintained and updated as needed	All	1. \$200,000 1. PTA funded at \$50-\$70,000 annually (est.) 3. \$387,946	
Increase opportunities for developing learning skills at an early age		1. Expand kindergarten school day 2. Offer Transitional Kindergarten program for students not yet 5 years old by September 1 3. Offer transitional kindergarten special education services that blend transitional kindergarten, kindergarten, and preschool services 4. Offer coordinated preschool, transitional kindergarten and kindergarten services that allow our youngest learners with special needs to have access to pre-academics and introduction to CCS	All	1. \$650,000	

III. Pupil Outcomes

The majority of LASD students score proficient and above on standardized assessments. The Los Altos School District API (Academic Performance Index) is currently 960, and ranks second in the state of California. Currently 10% of students are English Language Learners, 4% are identified as low income, and 10% are identified with special needs. There are no foster youth in the district. Altogether 12% of our student population is identified under LCFF criteria as “unduplicated pupils.” One over-arching goal is to continue to improve student achievement by meeting the needs of individual students and to ensure that ELs acquire language proficiency in English rapidly and effectively. Three of the seven LASD elementary schools have the highest concentration of EL students, and are implementing a program that includes Systematic ELD instruction delivered by classroom teachers and a credentialed EL support teacher. The three schools, Santa Rita, Almond and Covington have a LEAP program (Literacy, Enrichment and Projects) in which students are grouped by CELDT (California English Language Development Test) levels and taught explicit systematic ELD lessons by credentialed teachers. Non-EL students have the opportunity to explore enrichment activities or receive individual instructional support. Every EL student receives at least 120 minutes of ELD instruction each week. To ensure the success of all EL students, in addition to the current full time ELD teacher, another full-time ELD teacher will be hired for the 2014-15 school year. Four elementary schools will continue to provide ELD support with highly qualified and trained classified EL personnel. Of our two Jr. High schools, Egan Jr. High has a significant number of EL students. Egan EL students receive daily language support in a Systematic ELD elective by a credentialed teacher.

In order to continue the high achievement and engagement levels of our students, teachers are provided with ongoing instructional support. The district vision of Revolutionizing Learning for All Students guides the planning of professional development and the student experience in the classroom. With creativity, collaboration, critical thinking and communication as the cornerstone of an innovative learning environment, many learning opportunities are provided for our teachers. The Common Core standards are a foundation, and strategies that support a depth of knowledge in content understanding are the instructional process. During the 2013-14 school year, all teachers have participated in Common Core aligned math training. Sixth through 8th grade math teachers have participated in the redesign of our math courses to align with the Common Core standards and to provide an advanced path to Geometry in 8th grade. Kindergarten through 8th grade teachers also participated in ongoing writing training in informative/explanatory writing. Trainings will continue for the 2014-15 school year that will include articulated discussions between grade levels in Math. The goal will be to ensure a seamless alignment of standards between the grade levels as well as a depth of rigor, coherence and focus in instruction for all students. This professional development plan will include ongoing training on effective methods of differentiation for all levels of student needs.

Section III. Pupil Outcomes

Goal/Objective	District Goal	Action Plan	Students Affected	Fiscal Impact	By When
Improve student performance and demonstrated learning for all subgroups.	1 2 6	1. After School Intervention Programs 2. Summer School 3. 1 st and 2 nd grade students receive small group, targeted instruction supported by highly trained instructional aides 4. Hang Out Club: 5th and 6th graders with pragmatic language receive specialized speech and language group therapy to support peer interaction for successful participation in group projects and activities 5. Kidstars: 1st and 2nd grade special needs students, at risk students, and typical peers participate in small groups targeting grade appropriate social skills	EL Low Income Spec Ed	1. \$31,188 2. \$110,000 3. \$128,427	
Improve reading ability of low income and EL students identified as below basic readers	1	1. LEXIA Reading Intervention at two schools (Almond and Santa Rita) with highest concentration of low income students	EL Low Income	1. \$35,000	
Support all students in developing essential 21st Century skills and an understanding of the Common Core Standards	2 6	1. Instructional Coaches support teachers in implementing effective 21st Century learning strategies, integration of technology, and a depth of understanding that is inherent in the Common Core Standards.	All	\$150,000- CCSS \$300,000- LAEF/Private Donation \$935,000 - STEM teachers (funded by LAEF)	1. 2014-15 (on-going)
Increase student engagement, teacher collaboration and a depth of knowledge in effective instructional strategies	2	1. Use iLearn professional development model that supports individual needs of teachers 2. Provide teacher release time for collaboration and staff development at individual school sites	All	1. \$50,000 (LAEF) 2. \$90,000 (CCSS)	
Improve academic success of all subgroups of students with differentiated instructional strategies that meet the individual needs of each student	1	1. EL students in 4 schools with the highest EL population will receive 40 minutes of ELD instruction 4 days a week by a certificated teacher. Specific ELD materials are provided to support the various levels of language acquisition.	EL Gifted Spec Ed	1.	

Goal/Objective	District Goal	Action Plan	Students Affected	Fiscal Impact	By When
		2. EL students in the remaining 5 schools will continue receiving ELD support by a classified ELD Specialist. 3. Gifted math students will have the opportunity to excel in an advanced math track. Acceleration will begin in 6th grade. 4. Therapeutic Special Day Classes at Santa Rita 5. All students in grades 4 – 8 have access to Khan Academy as part of Math program		3. \$150,00 4. \$485,198	
Improve student performance related to math and science.		1. STEM teachers at each elementary school 2. Purchase laptops/iPads for STEM labs	All	1. \$750,000 (staff) 2. \$150,000 (equipment)	
Continue providing speech remediation in order for students to develop ability to properly enunciate all words and to exit out of speech program as early as possible.		1. Speech services provided at each school site by itinerant speech teachers	Spec Ed	1. \$630,000	
Transition all EL students out of EL program within 3 year period.	1	1. Systematic ELD taught by EL teachers/aides 2. Review data for EL reclassification in the fall and spring of each year.	EL	1. \$214,000	
Support all students in developing essential 21 st century skills and an understanding of the Common Core standards	6	1. District will revitalize the Kindergarten program, including moving from a half-day to full-day model	All	1. \$550,000	
Utilize technology to support learning opportunities for all students, including all sub-groups	6	1. Khan Academy integrated into math curriculum for grades 4 – 8 2. Provide iPads to teachers/students 3. Provide iPads with appropriate applications/accessories as augmented communication devices for non-verbal students 4. Provide computers (1 to 1) to all students in grades 4/5/6 - Chromebooks	All	1. \$3,200	

Goal/Objective	District Goal	Action Plan	Students Affected	Fiscal Impact	By When
Engage students in extracurricular activities that enhance learning in one or more content areas	6	<ol style="list-style-type: none"> 1. Before/after school music programs 2. Robotics competitions 3. Student film festival 4. JHS chess clubs 5. Field trips to Washington D.C. (8th graders), Disneyland (JHS band competitions) 	All		
Provide experiential learning experiences to enrich student knowledge and learning	6	<ol style="list-style-type: none"> 1. Living Classroom program as part of Science instruction (all grade levels) 2. Field trips to Coloma (4th grade history), Pigeon Point (5th grade science), Walden West (6th grade science) 	All	1. \$65,000	
Targeted intervention programs	1	<ol style="list-style-type: none"> 1. Therapeutic support for special needs, 504, and at-risk students at Egan School 	Spec Ed Other	1. \$181,987	

IV. Engagement

The LASD vision is to revolutionize learning for all students. The journey over the last three years has included staff development and teacher support in implementing 21st Century skills with the support of three instructional coaches. The integration of technology, project based learning and Design Thinking are some of the student centered strategies that engage our K-8 students in learning. LASD is committed to supporting each child's passion for learning by encouraging teachers to be facilitators of learning. The LASD goal of meeting the needs of individual students is evident in the way all students are actively involved in the learning experience. Whether a student is an EL, low income, gifted, or has special needs, the individualized and differentiated approach to teaching supports the success of all students.

All nine LASD schools participate in the Project Cornerstone program that involves parents, teachers, students and administrators in activities that support character development and anti-bullying strategies. Parents read to students and discuss important concepts of having compassion for others. Teachers follow up with classroom activities and discussion such as "filling the bucket" of others with kind words and actions. This systematic approach has created a common language of expectations for all students, parents and teachers.

To provide a school climate that supports the emotional needs of our students, all LASD schools have CHAC counselors on site, as well as full time psychologists. Students have access to immediate and ongoing counseling support to ensure that they are ready to learn. The CHAC support also includes families in their programs for a comprehensive approach to family emotional health.

The district values and operates small, neighborhood schools—which provides for a feeling of community among the families we serve. All schools, including our junior highs, have student populations of fewer than 600 students. Our attendance rates are high (both district-wide and at each school)--at 98% as compared to the statewide average for elementary school districts of 94.8%. During the 2013-14 school year we have had only 7 student suspensions, no expulsions, and no dropouts. Chronic absenteeism is not a problem in LASD--we have fewer than 2% of our students absent for more than 5 days. This is our typical experience. Parent surveys reflect overall high satisfaction with our schools. In fact we typically receive dozens of applications to transfer into the district--most of which we deny since we are a basic aid district.

Based on standardized test scores, teacher observation and parent input, there is a defined need to meet the needs of our Gifted Learners. There is an active GATE Advisory Committee that provided input to the LCAP and supports more specific instruction to meet the specific needs of GATE students. In response to this defined need, LASD will be offering Geometry in 8th grade beginning in the 2014-15 school year. There has been a focused process of creating an accelerated math pathway for our most gifted math students. To achieve this outcome, LASD will provide additional math teachers at the elementary schools to teach the advanced math class that includes all of Common Core 6 and 7 math standards. This strategy will ensure that our students are engaged in problem solving, reasoning and critical thinking, supported by a highly qualified math teacher.

Section IV. Engagement

Goal/Objective	District Goal	Action Plan	Students Affected	Fiscal Impact	By When
Continue involvement of parents in curricular decision making.	3	1. Include parents in Curriculum Council & Site Councils	All		
Keep parents informed about school news, events, and opportunities for input.	3	1. Provide parents weekly school newsletters to inform them of special events, how they can be involved, and general school news. 2. Principals conduct community outreach events using EL students' primary language at 2 most heavily impacted schools	All EL		
Provide transparency regarding district's operations and inform parents and future parents of opportunities to support our schools.	3	1. Continue periodic district emails and newsletters to parents and community in order to be transparent and keep community informed about the district, especially with a possible bond election in November 2014. 2. District and school websites will be periodically refreshed to remain current. 3. Use website analytics to determine which elements/portions of website are most useful 4. Continue Spanish and Mandarin translation services to better inform non-English speaking parents of school activities and requirements.	All EL	1. \$25,000 2. \$8,000 (web hosting) 4. \$15,000	
Engage staff, parents and community members as learning partners.	3	1. District English Learner Advisory Committee (DELAC) engages parents in essential decisions regarding the support their children receive at the various school sites. 2. English Learner Advisory Committees (ELAC) at three school sites ensure that parents of English Learners are informed of the support their children receive to be successful. Parents are also involved in parent education on how they can support their children in being active learners.	EL		

Involve parents of special education students in discussions and decision-making related to special education issues	3	<ol style="list-style-type: none"> 1. Special education director holds parent meetings 2 – 3 times annually 2. Use Community Advisory Committee to provide parent training and support groups 	Spec Ed	<ol style="list-style-type: none"> 1. annually 2. annually
Continue exemplary attendance rates.		<ol style="list-style-type: none"> 1. Inform schools of attendance rates. Maintain communication with parents re advantages of coming to school. 2. Identify any subgroup where attendance rates lag behind district average (98%). 3. Inform parents of infectious diseases affecting a student or set of students and provide information on preventive measures. 	All	
<p>Maintain positive school climate.</p> <p>Ensure that students feel safe and respected and seek to eliminate bullying on campus.</p>		<ol style="list-style-type: none"> 1. Continue Project Cornerstone at all schools. 2. District/school surveys of student, teachers, and parents to glean insight and suggestions for improvement (through phone surveys, Survey Monkey, Google docs, Just Between Friends) 3. Full-time psychologist at each elementary school and full-time psychologist/counselor at each junior high 4. Use online form for anonymous reporting of bullying incidents 5. Parent education nights 	All	3. \$1,007,000
Engage all students in making school a positive experience		<ol style="list-style-type: none"> 1. EL training at all elementary schools to further integrate non-native speakers into our schools 	EL	

V. Other Required Information

A. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

As a community-funded (basic aid) district, LASD is not receiving state funding under LCFF and thus not receiving an increase in funding based on student demographics. However, the district recognizes its responsibility to provide programs and opportunities for identified sub-groups no matter what the funding source. Our LCAP will show that we have allocated funds consistent with the minimum requirements under LCFF for the appropriate sub-groups (approximately \$590,000 for the 2014–15 school year). Additionally we are providing extra, exemplary services for two other sub-groups—special education students and gifted students.

To ensure a high quality ELD program to support our English Learner subgroup, in addition to the \$100,000 spent for training and site based interventions, such as the LEXIA program, LASD will spend \$200,000 on certificated ELD teacher/coach personnel. This expense is to ensure student support as well as teacher training for our EL subgroup. With a variety of targeted intervention services, we are addressing the needs of our low income, low achieving students. Such services include before and after school remedial programs as well as a robust summer school remedial program. 1st and 2nd grade students at all schools enjoy the benefit of small group targeted instruction as the result of foundation funding for classroom aides in those grade levels. Our special education students receive a high quality educational experience that is aligned to the Common Core standards with considerations for the unique needs of each student. Our Special Education Director and our Program Director provide consistent teacher trainings that are aligned with the standards and include progressive 21st Century teaching strategies. We have a whole host of enrichment activities for our gifted students, including an advanced Math track through the 8th grade.

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

As of Fall 2013 the district's percentage of unduplicated pupils who are low income, foster youth, and English learners is 14%. Based on the most recent LCFF calculations we are required to increase or improve services for these students by 2.2% over the services provided all students.

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

V. APPENDIX: Stakeholder Engagement

The following shows how our community has been involved in the development of district goals and objectives and how our Local Control Accountability Plan (LCAP) has been vetted by various stakeholders.

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> Community meeting to review strengths and weaknesses of our current LASD program and identify opportunities for improvement <ul style="list-style-type: none"> Involved a broad range of community members: parents, seniors, teachers, government, administration Goals and objectives drafted and reviewed by educational blueprint committee Written input from community was considered in the drafting of final goals and objectives Goals and objectives are reviewed regularly at meetings of the LASD Board of Trustees 	<p>The Los Altos School District has held a number of meetings to gather input from the community. The schedule of events is below. Each stakeholder group had an opportunity to submit thoughts and considerations within the 8 state priorities. The LCAP plan is written taking into account the LASD Blueprint goals as well as suggestions from our stakeholders on programs and progress monitoring. The draft plan will be shared with our stakeholder groups with the final step being an open forum at a Board meeting two weeks prior to LCAP Board approval.</p> <ul style="list-style-type: none"> Administrative Council- 11/19/13 Curriculum Council- 12/13/13; 3/3/14; 5/5/14 DELAC- 1/23/14 GATE Advisory Committee- 2/14/14 Budget Review Committee- 3/13/14; 4/17/14; 5/15/14 CACF - 5/21/14