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|  | | **LCAP Year** | | | 2017–18  2018–19  2019–20 |
| **Local Control Accountability Plan and Annual Update (LCAP) Template** | | [Addendum:](#Addendum) General instructions & regulatory requirements.  [Appendix A](#Appendix_A): Priorities 5 and 6 Rate Calculations  [Appendix B:](#APP_B_GuidingQuestions) Guiding Questions: Use as prompts (not limits)  LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template. | | | |
| LEA Name | Los Angeles Leadership Academy | | | | |
| Contact Name and Title | Arina Goldring-Ravin  Executive Director | | Email and Phone | [agoldring@laleadership.org](mailto:agoldring@laleadership.org)  213-381-8484 | |

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| **[2017-20 Plan Summary](#Instructions_PlanSummary)**  **THE STORY\***  Briefly describe the students and community and how the LEA serves them. |
| The Los Angeles Leadership Academy (hereafter “LALA”) serves urban students grades 6-12 in the northeast Los Angeles community of Lincoln Heights. According to U.S. Census data, the community is approximately 70 percent Latino with one of the highest populations of residents age 10 to 18 in Los Angeles County. The needs of students in this community include improved English language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents.  LALA has made intensive efforts to create an environment and instructional program that meet the specific needs of its student population, particularly the school’s significant subgroups of Latino students, English learners (“EL”) and socioeconomically disadvantaged students. Research shows that traditional instructional strategies, often characterized by the passive receipt of content from an authority figure and a reliance on low-level question-response skills, can have particularly negative effects for students from disadvantaged backgrounds, like reduced student self-esteem, disengagement, and the reinforcement of social inequality. Far more effective in improving their achievement are culturally responsive teaching, cooperative learning, instructional conversations, student-centered, cognitively guided activities, and technology-enriched instruction. As such, LALA implements these strategies and principles in its classrooms.  Plainly, integration of non-traditional instructional formats and learning opportunities is an essential step in narrowing the achievement gap for LALA’s students. In addition to LALA’s progressive curriculum and instruction, the needs of the school’s EL students are met specifically through planned, standards-based English language development (“ELD”) instruction, which includes the use of Specially Designed Academic Instruction in English (“SDAIE”) and other effective ELD strategies across the curriculum. Those needing greater EL support receive designated ELD time within the school schedule. LALA aims to meet the totality of students’ needs, establishing systems that address the both academic and non-academic factors affecting achievement and healthy development. Research notes that high-poverty; high-achieving schools share common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles drive many of the school’s programs including the data and assessment, advisory, athletics, and extracurricular programs as well as LALA’s multi-tiered system of supports, the Student Assistance Program. |

\* Adapted from 2017 LALA Charter Renewal Petition

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| **LCAP HIGHLIGHTS**  Identify and briefly summarize the key features of this year’s LCAP. |
| This year’s LCAP represents a continuation of the previous 2017-2018 LCAP and maintains the same general goals: 1) delivery of a standards-aligned instructional program aimed at creating college ready graduates, 2) a safe and supportive school environment that meets the needs of the student as a whole child, 3) improving the performance of students from significant subpopulations, 4) improving student literacy performance, and 5) improving student math performance. While the goals remain the same, their planned actions are refinements of last year’s efforts. For the first goal related to LALA’s instructional program, the school’s specific actions continue to center on curricular materials, professional development, educational technology, personnel, and academic services for struggling and thriving students. For the second goal on school environment, LALA’s actions focus on safety and maintenance procedures, stakeholder (particularly family) communication and services, student discipline and culture, student support services, nutrition, and the school’s social justice mission. To meet its third goal related to the school’s significant subpopulations, LALA’s actions call for monitoring their data, using technology to support their progress, providing them time for academic intervention, providing instructional aides for extra support, and training faculty to meet their specific needs. For LALA’s fourth and fifth goals, the school’s actions mirror one another. Both sets of actions center on time for intervention, professional use of educational technology, and promoting literacy and math rich school cultures. |

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| **REVIEW OF PERFORMANCE** | |
| Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students. | |
| **GREATEST PROGRESS** | LALA is proud of the progress the school has made in a number of areas. First, the school has moved closer to meeting its goal of improving its students’ math performance—a persistent issue of concern for LALA. Seventeen percent of LALA’s students met or exceeded the state’s math standards as measured on the CAASPP, four percent more than the previous year. LALA is particularly pleased with the improved math performance of its Latino students and students from low income families, both of which saw gains upon their previous year’s results. Specifically, the school saw nine percent more of its Latino students meet or exceed the state math standards than last year (17 percent versus 8 percent). Likewise, four percent more of LALA’s students from low-income families met the state math standards compared to last year (16 percent versus 12 percent).  Second, although there was a slight three percentage point drop in the rate of students who met the state ELA standards, LALA continues to be proud of its efforts to improve student literacy. This year, two percent more of LALA’s students with disabilities met or exceeded the state ELA standards compared to last year (7 percent versus 5 percent). Likewise, the percentage of LALA’s Latino students who met their language growth targets in NWEA testing rose by five from 41 to 46 percent. Though these data are not impressive in and of themselves, they are more significant considering the difficulties of transitioning and implementing new curriculum, particularly the change to StudySync’s digital instructional format.  Lastly, LALA is proud of the progress and gains made at the high school level in preparing students for future college and professional careers. On one hand, LALA students showed marked improvement in the percentage of students in grades 9 through 11 making timely progress toward graduation. This year, LALA promoted 83 percent of its freshmen, sophomores, and juniors, compared to the 70 percent rate reported last year. This development is coupled with a 15-point increase in the percentage of seniors who graduate with the A-G requirements necessary to attend a four-year college or university, from 81 to 96 percent. Data indicate that participation in Advance Placement classes has also risen by 12 percentage points, from 16 to 28 percent of the general student body. |

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| Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement? | |
| **GREATEST NEEDS** | After analyzing multiple sources of data, LALA has identified a number of areas in need of improvement. The California School Dashboard shows orange indicators for both LALA’s English language arts and math performance and red for the school’s English language progress. Internal NWEA benchmark data confirm the continued need to focus on math and English language arts for all students. Despite improvements in the ELA CAASPP performances of LALA’s Latino students and students with disabilities, data suggests the continued need to support the school’s significant student subpopulations.  LALA addresses these needs by modifying the actions of LCAP Goals 3 through 5, which carry over into the current plan. Goal 3 maintains its focus on the performance of LALA’s student subpopulations while Goals 4 and 5 continue to concern themselves with improving student ELA and math performance. The steps LALA plans to take can be reviewed as the action items of these goals beginning with Goal 3 on p. 90. |

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| Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student*”* performance. What steps is the LEA planning to take to address these performance gaps? | |
| **PERFORMANCE GAPS** | The California School Dashboard (Fall 2017 release) indicates that students with disabilities performed two performance levels (red) below the performance of all students (yellow) in math. LALA’s plan to address this specific issue regarding students with disabilities is found under Goal 3 of the current LCAP (p. 90). In addition, the school’s planned efforts to raise math performance more generally can be found under Goal 5 on p. 99. |

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| **INCREASED OR IMPROVED SERVICES**  If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth. |
| LALA will improve services for low-income, EL students, and foster youth in a number of ways. While LALA does not have a significant number of foster youth, the school continues to designate a lead to ensure the provisions of McKinney-Vento are appropriately enacted. LALA’s approach to addressing the needs of low-income and EL students include the use of instructional materials that allow differentiation, use of technology for both monitoring and intervention, increased teacher professional development, personalized support through a multi-tiered system of support (MTSS). Additionally, EL students will receive increased ELA instructional minutes in the form of designated ELD time and additional paraprofessional support. |

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| **[BUDGET SUMMARY](#Instructions_BudgetSummary)**  Complete the table below. LEAs may include additional information or more detail, including graphics. |

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| **DESCRIPTION** | **AMOUNT** |
| Total General Fund Budget Expenditures for LCAP Year | $ 7,172,534 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ $6,081,670 |

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| The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP. |
| Those expenses not included in 2018-2019 LCAP plan consist primarily of those costs related to the operation of the LEA home office, including administrative and office expenses and accounting, audit, and legal services. |

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| $ 5,355,617 | Total Projected LCFF Revenues for LCAP Year |

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| **[Annual Update](#Instructions_AU)** | **LCAP Year Reviewed: 2017–18** |

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

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| **Goal 1** | Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards that prepares students for college and their future careers | | |
| State and/or Local Priorities Addressed by this goal: | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| [ANNUAL MEASURABLE OUTCOMES](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. CAASPP ELA\*: 50% 2. CAASPP Math\*: 23% 3. Graduation rate\*: 73% 4. HS promotion rate: 75% 5. A-G passage rate: 84% 6. College acceptance rate: 50% 7. AP participation rate: 19% 8. AP passage rate: 40% 9. ACT projection: Reading \*\*: 22% 10. ACT projection: Math\*\*: 14% 11. Teacher retention: 95% 12. Teacher assignments: 100% 13. Instructional materials: 100% | | | 1. **Not met.** The 2017 CAASPP results indicate that roughly 37 percent of LALA’s students met or exceeded the state ELA standards. However, the 8th grade class approached the 50 percent benchmark at 46 percent, while the 11th grade cohort surpassed the mark by about 26 percent at 76 percent. Recent longitudinal analyses of cohort performance data indicate that LALA cohorts generally improve over the course of their careers at the school (hinted at here by the higher performance of older grade levels). These analyses are available in 2018 WASC Mid-Cycle Visit Report.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | Standard Exceeded:  Level 4 | 2.94 % | 2.27 % | 7.00 % | 30.43 % | 7.74 % | | Standard Met:  Level 3 | 20.59 % | 19.32 % | 39.00 % | 45.65 % | 29.17 % | | Standard Nearly Met:  Level 2 | 44.12 % | 32.95 % | 27.00 % | 19.57 % | 32.74 % | | Standard Not Met:  Level 1 | 32.35 % | 45.45 % | 27.00 % | 4.35 % | 30.36 % |  1. **Not met.** The 2016-2017 CAASPP results indicate that roughly 17 percent of LALA’s students met or exceeded the state math standards. However, the 8th grade class met the 25 percent goal (with exactly a quarter of their students meeting or exceeding the math standards) and the 11th grade class surpassed the mark by roughly 3 percent at 28 percent.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | Standard Exceeded:  Level 4 | 3.92 % | 5.68 % | 11.00 % | 4.35 % | 6.55 % | | Standard Met:  Level 3 | 3.92 % | 9.09 % | 14.00 % | 23.91 % | 11.01 % | | Standard Nearly Met:  Level 2 | 25.49 % | 34.09 % | 32.00 % | 23.91 % | 29.46 % | | Standard Not Met:  Level 1 | 66.67 % | 51.14 % | 43.00 % | 47.83 % | 52.98 % |  1. **Not met.** According to the California School Dashboard, LALA’s graduation rate for the 2015-2016 school year was 73.1 percent. 2. **Met.** For the 2016-2017 school year, 83 percent of LALA’s high school students grades 9 through 11 advanced to the next grade and made timely progress toward graduation for the year.  |  |  |  |  | | --- | --- | --- | --- | |  | Number Promoted | Total Students | Promotion Rate | | 9th Grade | 59 | 76 | 78% | | 10th Grade | 59 | 69 | 86% | | 11th Grade | 44 | 50 | 88% | | Grades 9-11 Total | 162 | 195 | 83% |  1. **Met.** As reported on Dataquest for the 2015-2016 academic school year (the most recent data available), 51 of LALA’s 53 graduates (96.2 percent) completed high school with the A-G courses requirements to attend a UC/CSU campus. 2. **Not met.** Although 100 percent of LALA’s 2017 graduates were accepted to a post-secondary educational institution, only 40 percent were accepted to a four-year college or university. The remaining 60 percent expected to attend a community college or trade/vocational school. 3. **Met.** According to internal student records, 67 LALA high school students will have taken at least one Advanced Placement (AP) course in the 2017-2018 school year for a participation rate of 27.9 percent. 4. **Not met.** According to internal data, LALA students passed 12 of the 85 advanced placement (AP) exams taken in 2016-2017, for a passing rate of 14 percent. 5. **Not met.** NWEA MAP reading results from Winter 2018 indicate that 48 of the 414 students who have projections are on track to score a 22 or more on the reading portions of the ACT. This amounts to approximately 11.5 percent of the students with scores. 6. **Not met.** NWEA MAP math results from Winter 2018 indicate that of the 414 students who took have projections, 30 are on track to score a 22 or more on the math portions of the ACT. This equates to a seven percent rate of preparation. 7. **Not met.** Of the 30 faculty members listed in the 2016-2017 employee roster, 23 teachers returned to LALA for a teacher retention rate of 77 percent. However, three departures were the result of a scheduling change for the 6th grade, which necessitated a transition from multiple subject to single subject credential holders. 8. **Met.** According to the 2016-2017 SARC, 100 percent of LALA’s entire faculty has the legal authorization to teach their assigned courses’ content, grade levels, and student groups. 9. **Met.** The California School Dashboard indicates that 100 percent of students have access to their own copies of standards-aligned instructional materials for use at school and home. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
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| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Acquire and implement rigorous curricula and a broad course of study aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and State Standards. This will include (but not be limited to):   1. (HS) conversion of Algebra 2 course into Integrated Math 3 2. (HS) offering AP Environmental Science 3. (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and materials 4. (HS) offering college credit psychology and law courses through Mission College (no cost) 5. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.) 6. (MS) continued implementation of MathLinks 7. (HS) continued implementation of Carnegie 8. (HS) the use of Acellus for student acceleration/remediation 9. (6-12) continued implementation of ELA Study Sync curriculum | ACTUAL  LALA continues to make progress in aligning its curriculum to operant state standards. Among other steps:   1. LALA has adopted a new math course sequence for the high school grades, changing from Algebra 1-Geometry-Algebra 2 to Integrated Math 1, 2, and 3. 2. AP Environmental Science is now a course offering to LALA high school students. 3. LALA continues to support students who take concurrent enrollment courses through Mission College with the purchase of books, materials, and fees. In 2016-2017, 39 LALA students took advantage of these opportunities. In the fall semester of the current year, 58 LALA students participated; 44 students are enrolled for the second semester. 4. LALA expanded its concurrent enrollment classes with college-credit offerings in psychology and law in 2017-2018. Fifty-five students have enrolled in the two new courses (33 in psychology and 22 in law) for the first semester and 36 are currently enrolled in the second semester (all in law). 5. A survey of the school master schedule shows no classes with enrollments larger than 28 students, except for P.E. courses. 6. The middle school grades have continued their use of MathLinks, the math curriculum created by the Center for Math and Teaching and adopted by the California State Board of Education for basic grade-level use. Middle school teachers are in the second year of implementation. 7. The high school grades have continued their use of Carnegie Math. High school teachers are in the second year of implementation. 8. An analysis of the current high school course schedule shows multiple periods when Acellus is offered. In the first semester, 14 students were enrolled in these classes and 37 for the second semester. 9. All LALA grades 6 through 12 have continued with their use of StudySync, the McGraw-Hill ELA curriculum adopted by the California State Board of Education for basic ELA/ELD (Program 2) use. LALA ELA teachers are in the second year of implementation. |
| Expenditures | | BUDGETED  $51,143   * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) | ESTIMATED ACTUAL  $48,213   * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) |

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| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):   1. (6-12) Google Educator, Level 1 training 2. (6-12) PD on HSS framework 3. (6-12) PD on NGSS framework 4. (6-12) PD on Common Core math 5. (6-12) PD on Common Core ELA | ACTUAL  LALA has developed a Professional Development Program that supports teachers’ ability to deliver standard-aligned lessons and use effective instructional strategies. More notably, LALA’s PD Program has incorporated principles of professional learning communities, giving teachers greater discretion to identify and collaborate around issues of concern. Specifically:   1. LALA has offered to cover fees associated with faculty members’ Google Educator certification. However, no faculty members have completed the training yet. 2. In the second semester of last year, LALA social science teachers received training on the rollout of the new History-Social Sciences framework. LALA did not repeat the training. 3. In the first semester of the school year, two science teachers were sent to training focused on NGSS. Following a train-the-trainer model, teachers disseminated this information to their fellow faculty members. 4. High school level math teachers received training this year from Carnegie Learning, the developers of the school’s common core-aligned math curriculum. Middle school level math teachers were provided training on mathematical mindsets from the Stanford Center for Professional Development. 5. LALA ELA teachers received additional training on the use of StudySync, the school’s common core-aligned curriculum. |
| Expenditures | | BUDGETED  $91,374   * Travel & Conferences (5200), * Consultants –Instructional (5815) * Professional Development (5863) | ESTIMATED ACTUAL  $101,375   * Travel & Conferences (5200), * Consultants –Instructional (5815) * Professional Development (5863) |

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| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills needed to access the CCSS. This will include (but not limited to):   1. (6-12) the use of CAASPP interim assessments 2. (6-12) the implementation of a technology skills scope and sequence plan 3. (6-12) the upkeep of hardware and infrastructure. 4. (HS) Cognitive Tutor (math) for integrated math 1-3 5. (MS) BrainPop licenses 6. (6-12) StudySync 7. (HS) Acellus 8. (MS) Achieve3000 9. (6-12) the purchase of hardware security/loss prevention measures 10. (HS) the use of Albert ([www.albert.io](http://www.albert.io)) for AP and college test prep 11. (6-12) payment for internet services 12. (6-12) payment for firewall and cache services | ACTUAL  LALA has continued to acquire and maintain digital resources and infrastructure for the purposes of differentiation and technology-enriched instruction. Specifically:   1. LALA’s Curriculum Council is considering preliminary plans for the adoption of CAASPP interims assessments within the school’s current instructional program. Though some teachers already use them as part of their regular instruction, LALA has not implemented their use on a school-wide basis. 2. Curriculum Council initiated the process of adopting a technology skills scope and sequence plan at the end of the 2016-2017 school year. School leadership conducted gap analyses, asking teachers to identify the digital and computer skills they were already teaching students in the course of their regular instruction and what skills they were neglecting or overlooking. The implementation process has progressed into the current academic school year and is expected to continue on into the next. 3. LALA has continued to invest in an information-technology staff to oversee the maintenance and upkeep of its digital hardware and infrastructure. 4. High school math teachers continue to use the digital resource Cognitive Tutor to supplement core math instruction as well as Math ALEKS for intervention purposes. 5. For the 2017-2018 academic school year, LALA renewed BrainPop product licenses for the middle school grades. Teachers regularly use its content to support their core curriculum. 6. LALA has made the necessary technological investments to continue with the second year of StudySync implementation. All grades 6-12 use StudySync as their core curriculum. 7. LALA continues to use Acellus for the remediation and acceleration of students in the high school grades. 8. LALA continues to use Achieve3000 to provide differentiated instruction for the purposes of reading intervention (particularly in working with non-fiction informational texts) for the middle school grades. The high school grades have adopted No Red Ink to meet those students ELA intervention needs. 9. LALA has invested in security for its technological investments by purchasing loss prevention applications for the school’s laptops and continued payment of network safeguards (e.g. network firewall) 10. In the interest of using funds more efficiently, LALA adopted Acellus for the purposes of test preparation for high school students rather than purchasing user licenses for Albert. 11. For the 2017-2018 school year, LALA has continued to pay for the internet services necessary to implement the school’s adopted digital and online curriculums and their differentiation components. 12. For the 2017-2018 school year, LALA has continued to secure firewall and cache services necessary to protect LALA’s digital infrastructure and data as well as ensure students’ safe access to the internet. |
| Expenditures | | BUDGETED  $113,009   * Educational Software (4320) * Technology Services (5887) | ESTIMATED ACTUAL  $115,690   * Educational Software (4320) * Technology Services (5887) |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):   1. (6-12) the administration of NWEA MAP assessments 2. (6-12) the maintenance of a student information system 3. (6-12) examination of ALEKS data 4. (6-12) examination of Achieve3000 data 5. (6-12) examination of CELDT data 6. (6-12) examination of CAASPP summative and interim data 7. (HS) monitoring of student digital portfolios | ACTUAL  LALA operates a robust student assessment program that produces data from multiple sources and at different points during the school year. Specifically:   1. LALA continues to administer the NWEA MAP assessments, completing the Fall assessments in August 2017, the Winter assessments in February 2018, and the Spring assessments in June 2018. 2. LALA continues to use PowerSchool as its student information system 3. LALA math departments review Math ALEKS data to personalize instructional programs for students 4. Only the middle school grades use Achieve3000, with the high school students using No Red Ink as their ELA intervention program. LALA ELA departments review this available data to personalize instructional programs for students. 5. During the 2017-2018 school year, the state of California transitioned from the CELDT to the ELPAC assessments. Following the state’s guidelines, CELDT is now only administered for the initial assessment of student’s EL eligibility. LALA continues to examine and use these results to determine the student’s need for additional designated English language development (ELD). 6. LALA’s Curriculum Council and professional learning communities (PLCs) are considering preliminary plans for the adoption of CAASPP interim assessments within the school’s current instructional program. Though several teachers use these tests as part of their regular instruction, LALA has not implemented their use on a school-wide basis. 7. Currently, LALA only asks high school seniors to create and maintain a digital student portfolio. The 12th grade ELA teacher, in conjunction with students’ advisors, monitors student progress on the portfolio, which culminates in the capstone project “My LALA, My Life.” |
| Expenditures | | BUDGETED  $27,000   * Non capitalized equipment (4400) * Student Assessment (5878) * Student Information System (5881) | ESTIMATED ACTUAL  $27,776   * Non capitalized equipment (4400) * Student Assessment (5878) * Student Information System (5881) |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):   1. (6-12) paying certificated employees’ salaries 2. (6-12) paying classified employees’ salaries 3. (6-12) providing eligible employees’ their contracted benefits 4. (6-12) continue collective bargaining of competitive teacher contracts | ACTUAL  It is LALA’s focus to employ a qualified and effective staff and faculty. To do so:   1. LALA offers certificated employees competitive salaries. A comparison of LALA and LAUSD 2017-2018 pay scales for teachers with regular credentials shows LALA teachers earning more than their LAUSD counterparts. 2. LALA offers classified employees competitive salaries. Instructional aides at the school begin at an hourly wage from $14 to $16. 3. LALA provides eligible employees health and retirement benefits, including partially subsidizing benefits for their dependents and spouses. 4. LALA continues to engage in collective bargaining with the local teacher’s union to negotiate a compensation package able to attract and retain talented and effective faculty. |
| Expenditures | | BUDGETED  $4,323,400   * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) | ESTIMATED ACTUAL  $4,300,917   * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) |

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| Action  **Draft** | **6** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student’s advisor, teachers, family and other service providers to ensure healthy academic, social and emotional development. This will include (but not be limited to):   1. (6-12) securing intervention and enrichment as necessary 2. (HS) continuing academic support from college clerk 3. (6-12) college field trips 4. (MS) implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD 5. (HS) ACT/SAT prep, including compulsory PSAT and PLAN 6. (6-12) providing college and career counseling, workshops, fairs and outreach 7. (HS) mandatory college application 8. (6-12) matching qualified students with internships, when possible 9. (6-12) use of Ripples Effects for behavior support | ACTUAL  LALA’s Director of Student Services manages the Student Assistance Program (SAP), the school’s multi-tiered system of supports. As part of this system:   1. LALA provides a Tier I universal access period that serves as the framework for the delivery of interventions and enrichment 2. LALA continues to employ a college clerk who operates the college center on the high school campus. The center provides a range of services to students related to college and their future careers, including test registration, campus visits, and application assistance. 3. In addition to visits by smaller groups, LALA sent its grade levels on college tours. See the table below to review college field trip destinations for this year by grade.  |  |  | | --- | --- | | Grade | College | | 6 | University of California, Riverside | | 7 | University of California, Irvine | | 8 | University of California, Los Angeles | | 9 | CSU Channel Islands | | 10 | Cal Poly Pomona | | 11 | The Claremont Colleges | | 12 | University of California, Santa Barbara |  1. In addition to the college field trips, LALA began the process of implementing a number of AVID strategies like the use of regular check-ins with an advisor and Socratic seminars. However, as is the case with the latter, LALA has not implemented all the practices on a school-wide basis. 2. LALA provides high school students with standardized test preparation through Acellus. In October 2017, LALA asked high school students to complete compulsory PSAT tests. 3. LALA provides career and college services, including counseling, workshops and fairs through the employment of school counselors for both the middle school and high school grades. 4. In addition to the support provided by the College Center, LALA scheduled time in the first semester of the school year for its high school seniors to apply to a California State University or University of California campus. 5. LALA has reached out to and is attempting to establish a partnership with the SPARK Mentorship Program, an organization that matches students with mentors from the business and corporate world. When appropriate, LALA can also reach out to the school’s board of directors, who are often able to use their personal connections to make arrangements for qualified students. 6. While LALA no longer uses Ripples Effects, the school continues to use mini-courses as a component of its restorative approach to student discipline and as an alternative to suspension. Mini-courses are assigned to students to help them reflect on their actions and teach appropriate behavior. At times, students are asked to plan and present self-produced mini-courses as part of this learning process. |
| Expenditures | | BUDGETED  $12,319   * College Readiness Expense (5813) | ESTIMATED ACTUAL  $12,319   * College Readiness Expense (5813) |

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| [ANALYSIS](#Instructions_AU_Analysis)  Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.  Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. | |
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| Describe the overall implementation of the actions/services to achieve the articulated goal. | LALA has implemented the actions for this goal with reasonable fidelity. The school has fully completed the tasks as planned by Action 1 regarding curriculum, Action 2 regarding professional development, and Action 5 regarding human resources. With some modification, LALA has also carried out the plans laid out by Actions 3, 4, and 6. The school implemented all items as planned with Action 3, which centers on the school’s digital resources, except for three: the still ongoing efforts to expand the use of CAASPP interim assessments on a school-wide basis (item 1) and to finalize a technology scope and sequence plan (item 2) as well as the school’s choice to use Acelllus instead of Albert for test preparation (item 9). LALA has made similar progress on Action 4, which focuses on collecting and analyzing student data. The use of CAASPP interim assessments is also an item for this action and awaits school-wide implementation (item 6). In addition, LALA analyzes data from Achieve3000 for middle school students only, using data from No Red Ink to inform instructional decision-making for high school students (item 3). The school has also largely met the tasks set by Action 6 of this goal, which concerns itself with the school’s multi-tiered systems of support. Only item 9 will not be met as the school has decided to discontinue the use of Ripples Effects as part of the larger use of mini-courses for discipline. Though they remain to be completed, expectations to implement AVID strategies (item 4) and to establish an internship program (item 8) continue to move forward. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Though not yet expressed in the metrics set by the school’s charter, LALA’s implementation of this goal’s action plans have been effective in developing a broader, more rigorous, standards-aligned course of study for students. Action 1 has directed the school’s implementation of its instructional program, including improvements upon recently adopted curricula and the expansion of the school’s course offerings. These efforts have created greater alignment with the Common Core and a wider range of study. Likewise, Action 2 has been effective in ensuring that teachers receive the support to deliver effective instruction. Perhaps the most significant development in this respect has been the school’s adoption of a Professional Learning Communities (PLC) approach to professional development. The increased discretion given to teachers to direct their PLCs to meet their needs has shown some promise in improving instruction. Similarly, the completion of Action 3 has allowed the school to continue to leverage the school’s previous investments in educational technology. The use of technology-enhanced instruction has allowed new learning opportunities (like computer-adaptive intervention) and a focus on the development of students’ 21st century skills. Finishing the items associated with Action 4 has established practices of data collection and analysis that have informed data-based instructional decision-making. In directing the employment of the school’s staff and faculty, the implementation of Action 5 has been central to the school’s progress toward this goal. The delivery of any effective program of instruction is reliant on the employment of a strong faculty and staff. Action 6 has been effective in expanding LALA’s system of supports and interventions. The school recognizes that individual students have varying academic needs. These action items have increased the resources LALA can utilize to help both struggling students as well students in need of enrichment. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The only material difference between budgeted and estimated actual expenditures in this goal is for Action 2 and its focus on professional development. LALA spent more than expected on administrative consultants, who provided curricular and instructional support to site leadership. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | As a result of this analysis, LALA has made a number of changes to this goal’s actions. First, a number of action items were completed and have been omitted from 2018-2019 LCAP: items 1, 2, and 4 of Action 1 as well as items 9 and 10 of Action 3. The new LCAP also contains changes in Actions 2 and 4 that reflect developments in the school’s professional development program and the state’s transition in EL assessments from the CELDT to ELPAC, respectively. The new LCAP has also edited Actions 4 and 6 of this goal so they more clearly highlight their intended focus on data and academic supports. Changes made to this goal as a result of stakeholder input are discussed on p. 55. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–2018** |

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

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| **Goal 2** | Provide a safe and supportive schooling experience that attends to the social and emotional development of students, their growth as agents of social justice, and the important role of their families in this effort | | |
| State and/or Local Priorities Addressed by this goal: | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| [ANNUAL MEASURABLE OUTCOMES](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. ADA: 95% 2. Suspension rate: < 1% 3. Expulsion rate: 0% 4. Health department inspections: >89 5. Fire department inspections: pass 6. Passing score on site inspections: pass 7. LALA is safe (Parent and student surveys): 95% 8. LALA supports whole child (Parent and student surveys)    1. Health & well-being: 95%    2. Socio-emotional: 95%    3. VAPA: 95%    4. Extracurricular: 95% 9. LALA supports social justice (Parent and student surveys): 95% | | | 1. **Not met.** In the 2016-2017 school year, LALA had an average daily attendance of 94.4 percent. However, in the current year, LALA’s average daily attendance has been 95.6 percent. 2. **Met.** LALA suspended four students in the 2016-2017 school year, for a rate of 0.7 percent. 3. **Met.** LALA did not expel any students in the 2016-2017 school year. 4. **Not applicable.** Both sites‘ health department inspection report states that the numerical/letter grade indicators are not applicable. However, reports show that both facilities passed the inspection, with no further action required. 5. **Met.** The landlord of LALA’s two sites has ensured proper fire department compliance and permits for building use. 6. **Not applicable.** No metrics or criteria have been established defining parameters of a passing score. 7. **Not met.** Of those families who participated in the LCAP survey, roughly 86 percent agreed with the statement: “LALA is a safe, clean, and welcoming school.” This is short of the expected mark of 95 percent by nine points.   In addition, only 63 percent of students survey respondents agreed.   1. **Not met.** LALA’s did receive the expected response results from its student or family LCAP surveys. None of the following statements approached having 95 percent of survey respondents agree (parent and student percentages reported in the table that follows):  * Health & well-being: “LALA cares about and provides for my [student’s] physical health and well-being” * Socio-emotional: “LALA cares about my [student’s] grades as well as my social and emotional growth” * VAPA: “LALA offers me [my student] opportunities to participate in the visual and performing arts” * Extracurricular: LALA offers me [my student] opportunities to participate in sports, clubs and other extracurricular activities   Percent of parents and students who agreed with items   |  |  |  | | --- | --- | --- | | **Item** | **Parent** | **Student** | | Health & well-being | 94 % | 78 % | | Socio-emotional | 97 % | 78 % | | VAPA | 83 % | 70 % | | Extracurricular | 91 % | 85 % |  1. **Not met.** Only 89 and 76 percent of the families and students surveyed, respectively, agreed with the following statement about social justice: “LALA teaches me [my student] about social justice issues like protecting the environment and caring for people in my community and around the world.” |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):   1. (6-12) leasing the schools’ campuses 2. (6-12) creating a safety committee that governs the comprehensive school safety plan 3. (6-12) implementation of “Crisis Manager” software 4. (6-12) conducting monthly safety drills 5. (6-12) conducting regular walk-throughs and site inspections 6. (6-12) Red Cross Emergency Preparedness PD for administrative designee | ACTUAL  LALA has implemented structures and processes to ensure the school’s physical grounds are safe and conducive to learning. Specifically:   1. LALA has continued its current lease agreements, which ensures the middle grades location at the 2670 Griffin site and the high school grades location at 234 E. Avenue 33—both in Lincoln Heights. 2. Site assistant principals continue in their responsibility for the school’s safety plan. The plan was updated for the 2016-2017 school year and is currently in use. 3. LALA reconsidered the implementation of Crisis Manager and decided against its use for the current year. 4. At the beginning of the 2016-2017 school year, site assistant principals created a monthly schedule of drills that alternates between fire, earthquake, and lockdown drills. 5. Site assistant principals designate staff to report issues and concerns to be addressed based on their regular checks of campus premises. 6. Site principals have arranged for their designated staff to receive appropriate emergency training. |
| Expenditures | | BUDGETED  $623,160   * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) | ESTIMATED ACTUAL  $649,839   * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Implement a program of parent and community outreach that solicits feedback and participation as well as provides services, training and information. This will include (but not be limited to):   1. (6-12) the continued use of electronic communication systems (e.g. Parent Square, Facebook) 2. (6-12) an update of the LEA website 3. (6-12) conducting annual stakeholder surveys 4. (6-12) hosting regular monthly stakeholder meetings and forums (e.g. “Coffee with the Principal”) 5. (6-12) assisting families in need with school uniforms 6. (6-12) providing college support services to families 7. (6-12) providing family counseling services through community partners (e.g. VIP Services, Barrio Action) | ACTUAL  LALA regularly seeks input from its various stakeholders and has implemented a program for doing so. In addition, the school dedicates time and money to providing services and resources needed by LALA’s families (or connecting them to those who can). Specifically:   1. LALA continues to use electronic methods like Parent Square and Facebook as well as traditional means (e.g. phone blasts, letters and fliers home) to communicate with families. 2. LALA updated the LEA website to provide an online location that centralizes information and school related resources for all stakeholders. 3. LALA conducts annual stakeholder surveys of teachers, students and families early in the second semester. This year, LALA began the collection of stakeholder surveys and input the week of February 19th. 4. LALA has kept a schedule of monthly Coffees with the Principal and other events meant to connect stakeholders to the school and to function as avenues for them to provide feedback and input. 5. All LALA students receive a green polo and physical education uniform (shirt and shorts) for use as a student uniform, free of charge. In addition, the school has allocated funds in the budget for the express purpose of assisting families with additional uniforms. 6. LALA supports families with their students’ college attendance by hosting college/university field trips and parent workshops for them on the topic of post-secondary education. More generally, college and career support for their students is available to families through LALA’s school counselors. 7. LALA has partnered with community organizations and service providers like VIP Community Health Center and Barrio Action to assist students and families with meeting their needs. |
| Expenditures | | BUDGETED  $10,166   * Uniforms (4350) * Family Outreach (5807) | ESTIMATED ACTUAL  $10,922   * Uniforms (4350) * Family Outreach (5807) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):   1. (6-12) PBIS rewards/field trips 2. (6-12) providing parenting workshops as an alternative to suspension 3. (6-12) using mini-courses (i.e. Ripples Effects) | ACTUAL  LALA has implemented a school-wide tiered PBIS system focused on both preventing problematic behaviors while encouraging positive ones. Specifically:   1. LALA has maintained a schedule of field trips (e.g. laser tagging, Jump Zone, movie theater) used to reward and recognize appropriate/good student behavior. 2. LALA uses a number of alternatives to suspension to protect the amount of instructional time students miss as a result of discipline problems. Among other alternatives, LALA has the option of connecting parents with Barrio Action for parenting workshops. 3. LALA uses mini-courses as a component of its restorative approach to student discipline and as an alternative to suspension. Mini-courses are assigned to students to help them reflect on their actions and teach appropriate behavior. At times, students are asked to plan and present self-produced mini-courses as part of this learning process. |
| Expenditures | | BUDGETED  $35,000   * Student Activities (5877) | ESTIMATED ACTUAL  $56,108   * Student Activities (5877) |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide access services and programs that support students’ socio-emotional health and development through students’ MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development’s (ASCD) Whole School, Whole Community, and Whole Child (WSCC) approach. This will include (but not be limited to):   1. (6-12) expansion of the athletic/sports program 2. (6-12) providing an after-school youth program 3. (6-12) PD for teachers on classroom management, trauma-informed approaches, de-escalation 4. (6-12) monthly parent workshops by Barrio Action (free) 5. (MS) sex health education for students and parents by Reality Check 6. (6-12) participation in Adelante Youth Programs 7. (6-12) participation in MOSTe program 8. (MS) continuation of social justice Teach-In program | ACTUAL  LALA has established a multi-tiered system of supports (MTSS) to help address the holistic needs of our students. Specifically:   1. LALA has established a sports program, anchored by its high school CIF athletic teams. 2. LALA has partnered with After School All Stars, Everybody Deserves Art, and the Youth Policy Institute to operate after school youth programs, with the first two operating at the middle school and the latter at the high school. 3. LALA has devoted a number of professional development sessions to PBIS and student behavior, including classroom management and de-escalation. 4. LALA began a partnership with Barrio Action to offer parenting classes and workshops to the school’s families early in the year and completed an initial session in the first semester. However, a staffing change in parent coordinators has delayed full implementation of the program. 5. LALA has partnered with Reality Check, a sexual and relational health education program, to provide state mandated instruction in April 2018. 6. Though LALA has not participated in the Adelante Youth Programs this year, the school has provided similar opportunities like attendance at the Los Angeles Superior Court’s Young Men’s Leadership Conference and events sponsored by Barrio Action. 7. LALA continues its partnership with MOSTe, with the program maintaining a presence on both the school’s middle and high school sites. 8. LALA has continued its program of social justice teach-ins for the middle school grades. Teach-ins are planned for September, November and February of the current academic school year and address issues of access to education, hunger, and love for community, self and others. |
| Expenditures | | BUDGETED  $92,822   * ASES (4352) | ESTIMATED ACTUAL  $163,800   * ASES (4352) |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):   1. (6-12) surveying students regarding food preferences | ACTUAL  LALA provides a healthy and nutritious breakfast and lunch to all students through its food vendor, Better 4 You Meals.   1. In the spring of 2018, LALA began accounting for student preferences in setting the school lunch menu. For the middle grades, LALA surveys students about their food preferences on a monthly basis. The site office manager uses this data to inform the site’s order. At the high school, students are able to inform the school office manager of their preferences, who uses this information in conjunction with input from cafeteria servers to set the lunch menu. |
| Expenditures | | BUDGETED  $426,702   * Student Food Services (4710) | ESTIMATED ACTUAL  $426,702   * Student Food Services (4710) |

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| Action  **Draft** | **6** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Implement a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction. This will include (but not be limited to):   1. (MS) continuing activism teach-in program 2. (HS) continuing Chavez Day of service 3. (HS) social justice-themed courses including Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership 4. (6-12) establishing of a social justice Civic Fair 5. (HS) use of social-justice themed writing benchmarks 6. (HS) piloting a “legacy project” for seniors for students create a project as a contribution to their community 7. (6-12) participation in We Day program 8. (6-12) conduct of stakeholder forums regarding social justice (also Action 2 of this goal) 9. (6-12) providing college and career support | ACTUAL  LALA integrates issues and principles of social justice throughout its curriculum and social activities. The school has promoted and built upon its social justice mission:   1. LALA has continued its program of social justice teach-ins for the middle school grades. Teach-ins are planned for September, November and February of the current academic school year. 2. LALA continues to dedicate a school day for high school students to engage in service and community volunteerism in honor of Cesar Chavez. This year’s day is scheduled for March 23, 2018. 3. LALA has added a number of social justice-themed course offerings at the high school. A review of the high school master schedule shows students enrolled in sections of Cultural Diversity/Gender in Literature and Film, Introduction to Social Activism, Farming for Social Justice, and Student Leadership. 4. LALA has delayed implementation of the social justice Civic Fair as the school consolidates and restructures the social justice component of its programs. 5. The high school continues to hold regular writing benchmarks anchored in social justice issues and concerns throughout the school year. 6. LALA has delayed implementation of the senior class “legacy project” to ensure the initiative aligns with and supports developments in the school’s social justice program. 7. LALA participated in the We Day Program and has supported a number related service projects including fundraising for disaster relief in Puerto Rico and feeding the homeless. 8. LALA site principals host “Coffee with the Principal,” a regular series of forums with stakeholders. Among many topics, principals have addressed social justice concerns. 9. LALA has provided career and college support to students through such services and events as advisor counseling, workshops and fairs, the employment of school counselors for both the middle school and high school grades, and the operation of the college center at the high school site. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 6   * College Readiness Expense (5813) * Family Outreach (5807) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 6   * College Readiness Expense (5813) * Family Outreach (5807) |

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| [ANALYSIS](#Instructions_AU_Analysis)  Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.  Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | LALA has implemented the actions for this goal with reasonable fidelity. The school has fully completed the tasks as planned by Action 2 regarding parent and stakeholder communication and relations, Action 3 regarding positive behavior interventions and supports (PBIS) development, and Action 5 regarding student nutrition. With some modification, LALA has also carried out the plans laid out by Actions 1, 4, and 6. With the exception of LALA’s decision to not use the software Crisis Manager (item3), LALA also fully implemented those items associated with Action 1, which centers on campus safety and the physical conditions of the school’s sites. Similarly, LALA has largely followed the plan laid out by Action 4, which addresses the development of the school’s multi-tiered system of supports. LALA departed from the original plan by providing alternative programming to the action’s proposed use Adelante Youth Programs. Though LALA took the initial efforts to establish it, the school was unable to produce the action’s intended outcome of a program of monthly parent workshops. LALA almost fully implemented the tasks related to Action 6, concerning the school’s social justice curriculum and program, as well. The only tasks that remain for this action (implementing a grade 6-12 “Civic Fair” and a 12th grade “legacy project’) have been put on hold as the school reviews how these and other initiatives fit into a larger coherent social justice program. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The implementations of the goal’s actions have been effective in moving LALA toward achieving the goal of providing a safe and supportive schooling experience. The implementation of Action 1 has been effective in providing the safe and clean environment necessary for the delivery of other student supports and maintaining the processes and practices to ensure a secure campuses. The implementation of Action 2 has been effective in improving parent and family connections to the school. Families indicate that they are satisfied with the level of communication from the school and feel they are included in school decision-making. While the completion of Action 3 has contributed to LALA’s progress toward this goal, feedback from stakeholders indicates that room for improvement remains. Action 4’s completion has expanded the support services available to students and has been effective in improving LALA’s ability to meet the diverse needs of its students. Action 5 has allowed the school to address the nutrition of its students and has been effective in contributing to students’ healthy development. In addition, the ongoing implementation of Action 6 has contributed to the school’s social justice focus and continued development of a social justice program. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | Material differences between budgeted and estimated actual expenditures appear in two of this goal’s six actions. First, LALA will spend more than expected on Action 3, which concerns itself with PBIS and student culture. The costs of supporting student events were higher than expected and some costs (like those associated with the student leadership group and non-PBIS fieldtrips) were mistakenly excluded from this action. As for Action 4, its expenditures come from the ASES grant, which requires the school to expend an amount equal to the grant award. The grant amount received this year was higher than originally projected. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | As a result of this analysis, LALA has made a number of changes to this goal’s actions and the goal’s metrics. First, LALA changed the health inspection metric (outcome 4) to a more applicable pass/not pass measurement. These analyses have resulted in the disaggregation of outcome 8 into separate measures that evaluate school efforts regarding student health and well-being, socio-emotional health, visual and performing arts opportunities, and extracurricular activities. This will allow for finer and more specific analyses in the future. Second, LALA omitted a number of action items that have been completed from the 2018-2019 LCAP: item 6 of Action 1 and item 2 of Action 2. LALA chose to no longer pursue item 3 of Action 1 (use of Crisis Manager) and has omitted it from the new LCAP as well. In addition, item 3 and item 8 of Action 4 and item 9 of Action 6 from last year’s LCAP have moved and been subsumed into the more general PD and academic support provisions under Action 2 of Goal 1 and the social justice focus of Action 6 of Goal 2 in the new LCAP. LALA has also modified a number of action items to broaden their scope and allow the school greater flexibility in implementation: Action 3 and items 4 and 6 of Action 4. Action 3 now expects the school’s PBIS program to consider broader forms of recognitions and alternatives to suspensions than field trips and parent workshops. The action now also includes broad items that will account for the costs of supporting student leadership and activities that create enthusiasm about learning. Likewise, item 4 of Action 4 is reframed to allow organizations other than Barrio Action to provide parent workshops while item 6 of the same action now allows participation in youth development conferences beyond those of Adelante Youth Programs. In addition, item 2 of Action 1 has also changed in the current LCAP to reflect the progress LALA has made, with the item now directing the actions of the committee that it previously established. Changes to the goal made as a result of stakeholder input are discussed on p. 55. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

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| **Goal 3** | Close the achievement gap between students from significant subpopulations (i.e. EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population. | | |
| State and/or Local Priorities Addressed by this goal: | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| [ANNUAL MEASURABLE OUTCOMES](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. EL score on CAASPP ELA: 14% 2. Low income score on CAASPP ELA: 50% 3. SPED score on CAASPP ELA: 15% 4. Latino score on CAASPP ELA: 50% 5. Asian score on CAASPP ELA: 80% 6. EL NWEA met growth projection (Reading): 55% 7. Low income NWEA met growth projection (Reading): 63% 8. SPED NWEA met growth projection (Reading): 64% 9. Latino NWEA met growth projection (Reading): 65% 10. Asian NWEA met growth projection (Reading): 69% 11. EL NWEA met growth projection (Language): 65% 12. Low income NWEA met growth projection (Language): 65% 13. SPED NWEA met growth projection (Language): 66% 14. Latino NWEA met growth projection (Language): 44% 15. Asian NWEA met growth projection (Language): 61% 16. EL reclassification rate: 15% 17. EL score on CAASPP Math: 14% 18. Low income score on CAASPP Math: 22% 19. SPED score on CAASPP Math: 12% 20. Latino score on CAASPP Math: 18% 21. Asian score on CAASPP Math: 78% 22. EL NWEA met growth projection (Math): 60% 23. Low income NWEA met growth projection (Math): 63% 24. SPED NWEA met growth projection (Math): 57% 25. Latino NWEA met growth projection (Math): 62% 26. Asian NWEA met growth projection (Math): 67% | | | 1. **Not met.** Just under two percent of LALA’s EL students met or exceeded state ELA standards on the 2017 CAASPP. No cohort of EL students approached the 14 percent benchmark.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of EL students with scores | 14 | 23 | 13 | \* | 54 | | Standard Exceeded:  Level 4 | 0.00 % | 0.00 % | 0.00 % | \* | 0.00 % | | Standard Met:  Level 3 | 0.00 % | 0.00 % | 0.00 % | \* | 1.85 % | | Standard Nearly Met:  Level 2 | 21.43 % | 17.39 % | 38.46 % | \* | 25.93 % | | Standard Not Met:  Level 1 | 78.57 % | 82.61 % | 61.54 % | \* | 72.22 % |  1. **Not met.** Overall, roughly 37 percent of LALA’s socioeconomically disadvantaged students met or exceeded state ELA standards on the 2017 CAASPP, missing the 50 percent benchmark. However, the growth trend in ELA for the general student population, where cohorts improve as they progress through their academic careers, is also evident for LALA’s students from low income families and is hinted at by the higher levels of proficiency for the 8th and 11th grade cohorts.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of low SES students with scores | 88 | 74 | 85 | 45 | 292 | | Standard Exceeded:  Level 4 | 2.27 % | 2.70 % | 7.06 % | 31.71 % | 7.99 % | | Standard Met:  Level 3 | 21.59 % | 18.92 % | 38.82 % | 43.90 % | 29.17 % | | Standard Nearly Met:  Level 2 | 46.59 % | 35.14 % | 25.88 % | 19.51 % | 33.68 % | | Standard Not Met:  Level 1 | 29.55 % | 43.24 % | 28.24 % | 4.88 % | 29.17 % |  1. **Not met.** A little over seven percent of LALA students with disabilities met or exceeded state ELA standards on the 2017 CAASPP. No cohort of LALA students with disabilities approached the 15 percent benchmark.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of SPED students with scores | \* | 18 | 11 | \* | 41 | | Standard Exceeded:  Level 4 | \* | 0.00 % | 0.00 % | \* | 0.00 % | | Standard Met:  Level 3 | \* | 5.56 % | 0.00 % | \* | 7.32 % | | Standard Nearly Met:  Level 2 | \* | 27.78 % | 18.18 % | \* | 24.39 % | | Standard Not Met:  Level 1 | \* | 66.67 % | 81.82 % | \* | 68.29 % |  1. **Not met.** LALA did not meet the 50 percent benchmark for Latino students, with only 40 percent meeting or exceeding state ELA standards. Similar to LALA’s low-income students, LALA’s cohorts of Latino students appear to improve their ELA performance over time as well.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of Latino students with scores | 36 | 68 | 87 | 44 | 235 | | Standard Exceeded:  Level 4 | 0.00 % | 0.00 % | 5.75 % | 29.55 % | 7.66 % | | Standard Met:  Level 3 | 19.44 % | 19.12 % | 41.38 % | 45.45 % | 32.34 % | | Standard Nearly Met:  Level 2 | 44.44 % | 33.82 % | 27.59 % | 20.45 % | 30.64 % | | Standard Not Met:  Level 1 | 36.11 % | 47.06 % | 25.29 % | 4.55 % | 29.36 % |  1. **Not met.** Of LALA’s 14 students of Asian heritage, about 57 percent met or exceeded state ELA standards on the 2017 CAASPP. However, this rate falls below the 80 percent benchmark.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of Asian students with scores | \* | \* | \* | \* | 14 | | Standard Exceeded:  Level 4 | \* | \* | \* | \* | 28.57 % | | Standard Met:  Level 3 | \* | \* | \* | \* | 28.57 % | | Standard Nearly Met:  Level 2 | \* | \* | \* | \* | 42.86 % | | Standard Not Met:  Level 1 | \* | \* | \* | \* | 0.00 % |  1. **Not met.** Of the 78 LALA EL students with a growth projection for the NWEA MAP reading assessment, 31 students (or roughly 40 percent) met their growth target, missing the expected benchmark of 55 percent by about 15 percent.      1. **Not Met.** LALA’s students from low-income families did not meet the 63 percent benchmark as expected for the NWEA MAP reading assessment. Of the 330 students from low-income families with growth projections, only 174 (52.7 percent) met their growth targets. 2. **Not met.** Only 45 percent of LALA’s students with disabilities with growth projections in reading met their growth targets (18 of 40 students). This missed the expected benchmark of 64 percent by almost 20 percent. 3. **Not met.** LALA’s Latino students did not meet the expected 65 percent benchmark for the NWEA MAP reading assessment. Of the 317 students with growth projections, only 174 met them, for a rate of 54.9 percent. 4. **Not met.** LALA expected 69 percent of its Asian students to meet their growth projections in reading. Unfortunately, only 33 percent of LALA’s Asian students with growth projections met their targets (6 of 18 students). 5. **Not met.** Only 42.4 percent of LALA’s EL students with growth projections in the NWEA MAP language assessments met their growth targets (25 of 59 students), missing the benchmark by roughly 23 percent. 6. **Not met.** Of LALA’s 302 students from low-income families with growth projections in language, only 134 (44.4 percent) met their growth targets, missing the expected 65 percent benchmark by more than 20 percent.      1. **Not met.** Of LALA’s 36 students with disabilities who had growth projections in language, only 38.9 percent (14 students) met their growth targets. In all, LALA’s students with disabilities missed the expected benchmark of 66 percent by almost 27 percent. 2. **Met.** LALA’s Latino students surpassed the expected benchmark in NWEA MAP language assessment by a little more than one percent, with 45.5 percent of those with growth projections meeting their targets (131 of 288). 3. **Not met.** LALA’s Asian students did not meet the expected 61 percent benchmark in language. Of the 17 Asian students with growth projections, only seven met their NWEA growth target in language, for a rate of 41 percent. 4. **Not met.** According to DataQuest, LALA re-classified 11 of its 107 EL students in the 2016-2017 school year, missing the 15 percent benchmark by roughly 5 percent with a reclassification rate of 10.2 percent. 5. **Not met*.*** While LALA was expected to have 14 percent of its EL students meet or exceed the state math standards on CAASPP 2017, just under two percent of the school’s EL students did so.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of EL students with scores | 14 | 23 | 13 | \* | 54 | | Standard Exceeded:  Level 4 | 0.00 % | 0.00 % | 0.00 % | \* | 0.00 % | | Standard Met:  Level 3 | 0.00 % | 0.00 % | 7.69 % | \* | 1.85 % | | Standard Nearly Met:  Level 2 | 7.14 % | 26.09 % | 0.00 % | \* | 14.81 % | | Standard Not Met:  Level 1 | 92.86 % | 73.91 % | 92.31 % | \* | 83.33 % |  1. **Not met.** Just over 16 percent of LALA’s students from low-income families met or exceeded state math standards on the 2017 CAASPP, falling about six percent short of the 22 percent benchmark. However, the 8th and 11th grade classes did surpass the metric with 24 and 29 percent of those cohorts doing so, respectively.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of low SES students with scores | 88 | 74 | 85 | 41 | 288 | | Standard Exceeded:  Level 4 | 3.41 % | 5.41 % | 9.41 % | 2.44 % | 5.56 % | | Standard Met:  Level 3 | 3.41 % | 6.76 % | 14.12 % | 26.83 % | 10.76 % | | Standard Nearly Met:  Level 2 | 26.14 % | 37.84 % | 32.94 % | 24.39 % | 30.90 % | | Standard Not Met:  Level 1 | 67.05 % | 50.00 % | 43.53 % | 46.34 % | 52.78 % |  1. **Not met.** LALA did not reach the 12 percent benchmark as none of its students with disabilities met or exceeded state math standards on the 2017 CAASPP.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of SPED students with scores | \* | 18 | 11 | \* | 41 | | Standard Exceeded:  Level 4 | \* | 0.00 % | 0.00 % | \* | 0.00 % | | Standard Met:  Level 3 | \* | 0.00 % | 0.00 % | \* | 0.00 % | | Standard Nearly Met:  Level 2 | \* | 27.78 % | 0.00 % | \* | 12.20 % | | Standard Not Met:  Level 1 | \* | 72.22 % | 100 % | \* | 87.80 % |  1. **Not met.** Although LALA did not quite reach the 18 percent benchmark set, the school had roughly 17 percent of its Latino students meet or exceed the state math standards.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of Latino students with scores | 36 | 68 | 87 | 44 | 235 | | Standard Exceeded:  Level 4 | 0.00 % | 2.94 % | 8.05 % | 2.27 % | 4.26 % | | Standard Met:  Level 3 | 5.56 % | 7.35 % | 13.79 % | 22.73 % | 12.34 % | | Standard Nearly Met:  Level 2 | 22.22 % | 29.41 % | 34.48 % | 25.00 % | 29.36 % | | Standard Not Met:  Level 1 | 72.22 % | 60.29 % | 43.68 % | 50.00 % | 54.04 % |  1. **Not met.** Seventy-eight percent of LALA’s Asian students were expected to meet or exceed the state math standards on the 2017 CAASPP; however, only a little more than 64 percent of them did so.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 6th  Grade | 7th  Grade | 8th  Grade | 11th  Grade | All | | # of Asian students with scores | \* | \* | \* | \* | 14 | | Standard Exceeded:  Level 4 | \* | \* | \* | \* | 42.86 % | | Standard Met:  Level 3 | \* | \* | \* | \* | 21.43 % | | Standard Nearly Met:  Level 2 | \* | \* | \* | \* | 21.43 % | | Standard Not Met:  Level 1 | \* | \* | \* | \* | 14.29 % |  1. **Not met.** Of the 72 LALA EL students with growth projections in math, exactly 50 percent (26 students) met their NWEA math growth projection in the Winter 2018 assessments, missing the mark by 10 percent. 2. **Not met.** Of the 343 LALA students who participate in the Free and Reduced Lunch Program and have growth projections in math, roughly 51.9 percent (or 178 students) met their growth targets, missing the benchmark by roughly 11 percent. 3. **Not met.** Of the 41 LALA students with disabilities who had growth projections for math, 23 were able to meet their growth targets, missing the 57 percent benchmark by less than one at 56.1 percent.      1. **Not met.** Of LALA’s 329 Latino students with growth projections for math, only 170 met their growth targets, for a rate of 51.7 percent. This misses the expected 62 percent benchmark by about 10 percentage points. 2. **Not met.** Of the 18 Asian students with growth projections for math, 11 met their growth target for a rate of 61.1 percent. This lags behind the benchmark rate of 67 percent by roughly six percent. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students’ MTSS teams (see Goal 1, Action 6). This will include (but not be limited to):   1. (6-12) individual conferences with students advisors 2. (6-12) monitoring by the Director of Student Services 3. (6-12) examining available subgroup data from digital programs (see Goal 1, Action 4) | ACTUAL  LALA provides all students with a faculty advisor who serves as the lead of their personal MTSS team. These MTSS teams help monitor students’ academic and socio-emotional progress.   1. LALA dedicates time during the regular daily schedule for students to hold conferences with their advisors and receive updates on their progress. 2. LALA’s Director of Student Services provides support to advisors in monitoring the progress of students and coordinates efforts to address their needs. 3. LALA’s Director of Student Services manages data from various intervention programs and coordinates their dissemination to and use by advisors, caseworkers, and service providers. It is an organizational practice to identify students from LALA’s special student subpopulations and analyze their relevant results when examining or using student data (e.g. during professional development sessions or public forums like regular meetings of the school’s Board of Directors). |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 4   * Student Assessment (5878) * Student Information System (5881) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 4   * Student Assessment (5878) * Student Information System (5881) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Use adaptive digital content to provide differentiated instruction and intervention. This will include (but not be limited to):   1. (HS) use of Rosetta Stone to support English literacy development for ELs 2. (HS) Cognitive Tutor 3. (MS) BrainPop ESL 4. (6-12) Math ALEKS 5. (MS) Achieve3000 for ELA 6. (6-12) StudySync | ACTUAL  LALA has continued to leverage its recent technological investments by using computer-adaptive instructional programs and other digital resources to provide differentiated instruction and intervention. Specifically:   1. High school EL students continue to use Rosetta Stone as supplementary curriculum to support literacy development as part of their designated ELD course. 2. For high school students, LALA continues to provide access to the digital math program Cognitive Tutor by Carnegie Learning to supplement its core math curriculum. 3. LALA did not renew BrainPop ESL licenses for the current year, focusing instead on the more efficient use of the support materials included with the StudySync curriculum. 4. All LALA students use the computer adaptive math program Math ALEKS for intervention and enrichment purposes. In using the program, students receive personalized learning experiences tailored to their needs. 5. For middle school students, LALA continues to use the computer adaptive literacy program Achieve3000. The program provides differentiated reading instruction leveled to students’ reading ability with a particular focus on nonfiction informational text. 6. LALA uses the differentiation resources in StudySync, the digital program adopted as the school’s core ELA curriculum. In addition, LALA uses the ELD track included in StudySync as the core of the school’s designated ELD classes. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 5 and 3   * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Educational Software (4320) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 3 and 5   * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Educational Software (4320) |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide intervention, designated ELD, and similar support classes during the school day. | ACTUAL  LALA dedicates time and resources to providing a wide range of academic supports to students who students who struggle. All students are enrolled in a universal access period, where intervention or enrichment in math and ELA are provided as appropriate. Similarly, all EL students at LALA are enrolled in a designated ELD program. For high school students, there are additional lab and study hall periods that allow students to access support. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 5, 3, and 1   * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Instructional Materials (4325) * Professional Development (5863) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 1, 3, and 5   * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Instructional Materials (4325) * Professional Development (5863) |

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| Action  **Draft** | **4** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):   1. (6-12) training instructional aides trained to support special subpopulations students 2. (6-12) hosting CELDT and reclassification workshops for parents | ACTUAL  LALA has employed a number paraprofessionals and instructional aides for the 2017-2018 academic school year. Though they focus particularly on students with disabilities and EL students, the school’s paraprofessionals and aides provide support to all students who struggle. In addition:   1. the Director of Student Services arranged for and provided training to support staff on how to better service the school’s special subpopulations 2. LALA has addressed the topics ELD, reclassification, and EL assessments through Coffee with the Principal as well as various events hosted by the Director of Student Services and the school’s English Learners’ Advisory Committee (ELAC). |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 5   * Instructional Aide (2100) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 5   * Instructional Aide (2100) |

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| Action  **Draft** | **5** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):   1. (6-12) conduct of Modified Consent Decree meetings 2. (6-12) PD for teachers on IEPs and servicing SPED students | ACTUAL  LALA makes a number of efforts to ensure the school’s faculty members are properly trained to meet the need of its special subpopulations. As part of these efforts:   1. The Director of Student Services has conducted Modified Consent Decree meetings to ensure the right of students with disabilities to a free appropriate public education. 2. As part of the initial pupil-free professional development day of the year, the Director of Student Services delivered a PD centered on IEPs and meeting the needs of students with disabilities. The Director and Special Education department have provided support to individual teachers as needed during the course of the year. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 2 and 5   * Certificated teachers (1100) * Professional Development (5863) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 2 and 5   * Certificated teachers (1100) * Professional Development (5863) |

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| [ANALYSIS](#Instructions_AU_Analysis)  Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.  Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. | |
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| Describe the overall implementation of the actions/services to achieve the articulated goal. | The actions and services for this goal have been implemented with a high degree of fidelity. With the exception of Action 2, LALA completed the goal’s other actions as planned. In the case of Action 2, the only difference between the expected and actual actions stems from LALA’s decision to forgo the purchase of BrainPop ESL product licenses and focus instead on the use of support materials included with the school’s core ELA curriculum, StudySync (item 3). |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The implemented actions have been effective in moving the school closer to achieving LALA’s goal of closing the performance gaps between its significant subpopulations and general student population. Action 1 has been effective in improving the system of supports meant to meet their needs. Action 2 has directed the school’s digital and technological resources toward closing existing performance gaps. The implementation of Action 3 has focused on scheduling time during the school day for support classes while Action 4 and Action 5 have centered on providing support personnel for students from special subpopulations and improving the effectiveness of this support. These moves have been effective in establishing a foundation for the delivery of current and future support meant to address group differences. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | This goal’s expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | LALA has made two minor changes based on this analysis. The new LCAP has removed item 3 of Action 2 on the use of BrainPop ESL in the new LCAP to reflect LALA’s decision to use StudySync’s ELD resources instead. Second, LALA has modified item 2 of Action 4 to account for the state’s change in EL assessments from the CELDT to the ELPAC. Changes to the goal as a result of stakeholder input are discussed on p. 55. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

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| **Goal 4** | Increase student literacy as measured by the CCSS | | |
| State and/or Local Priorities Addressed by this goal: | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| [ANNUAL MEASURABLE OUTCOMES](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. At or above grade norm level RIT (Language): 39% 2. Met growth target (Language): 62% 3. At or above grade norm level RIT (Reading): 41% 4. Met growth target (Reading): 64% 5. Projected to meet or exceed ELA CAASPP: 22% | | | 1. **Not met.** According to the results of the NWEA 2018 Winter Test Session, 126 of 441 students (28.6 percent) were at or above the grade level norms for language. This falls short of the 39 percent goal by roughly 10 percent. 2. **Not met.** Based on the NWEA 2018 Winter Test Session, LALA did not meet its goal of having 62 percent of its students meet their growth language targets by roughly 17 percent. Of the 323 students with valid test scores, 44.6 percent (144 students) met or exceeded their projected growth. 3. **Not met.** The results of the NWEA 2018 Winter Test Session show that LALA did not meet its goal of having 41 percent of its students at or above grade level norms in reading by roughly 6 percent. Of the 457 students with valid test scores, 161 performed at that level or better (35.2 percent). 4. **Not met.** In the NWEA 2018 Winter Test Session, LALA did not meet its goal of having 64 percent of its students meet their growth projections in reading. The school had 183 of the 352 students (52 percent) do so. 5. **Not met.** Based on the results of the NWEA 2018 Winter Test Session, 17.7 percent of LALA’s students are projected to meet or exceed the state ELA standards as measured by CAASPP (48 of 271 students). This misses the school’s goal of 22 percent by roughly 4 percentage points. |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue to provide academic ELA support through lab/intervention/universal access periods | ACTUAL  To support increased proficiency in ELA, LALA schedules a number of opportunities for students to receive support during the school day. The school enrolls all students in a universal access period for the purpose of intervention and enrichment. At the high school level, students are also given additional time to receive ELA support through study hall and lab periods. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 4 and 5   * Certificated teacher s (1100) * Instructional Aide (2100) * Instructional Materials (4325) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 4 and 5   * Certificated teacher s (1100) * Instructional Aide (2100) * Instructional Materials (4325) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Professional development on the continued implementation of the computer-based ELA curriculum, StudySync. | ACTUAL  To ensure LALA teachers’ ability to effectively use their core ELA curriculum, the school has provided professional development on StudySync with McGraw-Hill, the developers of the ELA curriculum in the first semester of the current year. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 2 | ESTIMATED ACTUAL  Amount included in Goal 1, Action 2 |

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| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | ACTUAL  LALA uses the computer adaptive ELA program Achieve3000 to provide intervention and enrichment to middle school students; for high school students, the school provides access to the web-based program No Red Ink. While a number of teachers use CAASPP interim assessments as part of their regular instruction, this practice has not been implemented on a school wide-basis. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 2   * Professional Development (5863) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 2   * Professional Development (5863) |

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| [ANALYSIS](#Instructions_AU_Analysis)  Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.  Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | LALA implemented this goal’s actions with a high degree of fidelity. LALA implemented Action 1, which focuses on providing additional ELA support, and Action 2, which concerns itself providing training on the use of StudySync, as planned. While LALA did not complete Action 3 exactly as expected, the school hewed closely to the action's intention of using computer-based intervention programs. Instead of using Achieve3000 across all grade levels, LALA opted to use the program only for its middle school students and adopted No Red Ink for its high school students. The action’s item on CAASPP interim assessment use was less fully implemented. While a number of teachers have used them as part of their regular instruction, the assessments are not used on a school-wide basis. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Overall, the implemented actions were effective in moving LALA closer to achieving this goal. Action 1 was effective in creating protected time within the school day for the delivery of ELA intervention and support. Action 2 was effective in improving teachers’ familiarity with the new curriculum and their ability to better utilize its materials during instruction. The modified implementation of Action 3 has been effective in expanding the ELA supports and interventions available to students. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | This goal’s expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Based on its analysis, LALA has changed Action 2 of this goal. The action in the new LCAP aligns to school’s transition to a PLC model for PD. The action now widens the scope of training expected beyond using StudySync, allowing teachers greater discretion to identify and address their literacy instruction needs. Changes to the goal as a result of stakeholder input are discussed on p. 55. |

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| [**Annual Update**](#Instructions_AU) | **LCAP Year Reviewed: 2017–18** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 5** | Increase math performance and ability as measured by the CCSS | | |
| State and/or Local Priorities Addressed by this goal: | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| [ANNUAL MEASURABLE OUTCOMES](#Instructions_AU_AnnMeasOutcomes) | | | |
| [**EXPECTED**](#_Planned_Actions/Services_1) | | | **ACTUAL** |
| 1. At or above grade norm level RIT: NWEA Math\*: 32% 2. Met growth target: NWEA Math\*\*: 63% 3. Projected to meet or exceed Math CAASPP\*\*\*: 16% | | | 1. **Not met.** The results of the NWEA 2018 Winter Test Session show that LALA did not meet its goal of having 32 percent of its students at or above grade level norms for math by 6 points. The school had 118 of 458 students with valid test scores meet the benchmark expectation, for a rate of 25.8 percent. 2. **Not met.** According to the results of the NWEA 2018 Winter Test Session, LALA missed its goal of having 63 percent of its students meet their growth targets in math by 12 percent. Of the 365 students with growth projections, 187 met or exceeded the progress expected of them, for a rate of 51.2 percent. 3. **Not met.** In the NWEA 2018 Winter Test Session, LALA did not meet its goal of having 16 percent of its students projected to meet or exceed state math standards as measured by CAASPP. The school fell short by roughly 7 percentage points with a rate of 9.3 percent (25 of 270 students). |

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| [ACTIONS / SERVICES](#Instructions_AU_ActionsServices) | | | |
| Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed. | | | |
| Action  **Draft** | **1** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue to provide academic math support through lab/intervention/universal access periods | ACTUAL  To support increased proficiency in math, LALA schedules a number of opportunities for students to receive support during the school day. The school enrolls all students in a universal access period for the purpose of intervention and enrichment. At the high school level, students are also given additional time to receive math support through study hall and lab periods. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 4 and 5   * Certificated teacher s (1100) * Educational Software (4320) * Student Assessment (5878) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 4 and 5   * Certificated teacher s (1100) * Educational Software (4320) * Student Assessment (5878) |

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| Action  **Draft** | **2** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continue use of Math ALEKS for math intervention | ACTUAL  For all grades, LALA uses the computer adaptive program Math ALEKS to provide students with personalized math intervention or enrichment as appropriate. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Actions 4 and 5   * Certificated teacher s (1100) * Educational Software (4320) | ESTIMATED ACTUAL  Amount included in Goal 1, Actions 4 and 5   * Certificated teacher s (1100) * Educational Software (4320) |

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| --- | --- | --- | --- |
| Action  **Draft** | **3** | **Empty Cell** | **Empty Cell** |
| [Actions/Services](#_Planned_Actions/Services_1) | | PLANNED  Continued lesson study cycles and PD with the Center for Mathematics and Teaching and Carnegie Math, developer of the middle and high school’s math curriculum, respectively | ACTUAL  LALA has addressed the issue of improving upon faculty members’ instructional math practices and strategies through its Professional Development Program. As part of these efforts, LALA teachers have been provided training on mathematical mindsets from the Stanford Center for Professional Development. In addition, the inclusion of PLC principles into the school’s PD program has allowed LALA’s math faculty to take greater control in identifying departmental areas of need and approach those concerns in a collaborative manner. LALA has taken this approach in lieu of completing lesson study cycles with CMAT. High school leaders received curriculum training from Carnegie in the first semester of the year. |
| Expenditures | | BUDGETED  Amount included in Goal 1, Action 2   * Certificated teachers (1100) * Professional Development (5863) | ESTIMATED ACTUAL  Amount included in Goal 1, Action 2   * Certificated teachers (1100) * Professional Development (5863) |

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| [ANALYSIS](#Instructions_AU_Analysis)  Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.  Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. | |
| **Empty Cell** | |
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall, LALA implemented this goal’s actions with a high degree of fidelity. The school fully implemented Action 1, which focuses on dedicating time in the school day for math intervention, and Action 2, which centers on the use of the computer-adaptive math program Math ALEKS. While LALA did not implement Action 3, which is concerned with providing specific professional development experiences to teachers, exactly as planned, the school took several measures meant to address the training needs of teachers. First, the high school math teachers received PD from Carnegie learning, as intended. However, in place of lesson study cycles with the Center for Mathematics and Teaching, LALA arranged for its middle school math teachers to receive training on mathematical mindsets from the Stanford Center for Professional Development. A significant development has been LALA’s adoption of a Professional Learning Communities model to drive its Professional Development Program. The approach provides increased discretion on the part of teachers to direct their own development, more efficiently aligning the needs of teachers with the school’s delivery of training and support. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The implemented actions have been effective in moving LALA closer to achieving this goal. Action 1 has been effective in creating protected time within the school day that allows for dedicated math intervention. Action 2 has been effective in directing the application of the school’s technological resources to improving student math performance. The modified implementation of Action 3 has resulted in better-trained teachers and the creation a more responsive professional development program. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | This goal’s expenditures are accounted for in the actions of other goals, which are referenced in the sections for budgeted and estimated actual expenditures. The appropriate sections of these referenced goal actions explain the material differences between the two, when they exist. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Based on its analysis, LALA has changed Action 3 of this goal. The action in the new LCAP aligns to school’s plans to the PD Program’s recent transition to a PLC. The action now widens the scope of training expected beyond using core math curricula, allowing teachers greater discretion to identify and address their math instruction needs. Changes to the goal as a result of stakeholder input are discussed on p. 55. |

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| [**Stakeholder Engagement**](#Instructions_SE_StakeholderEngagement) | |
| LCAP Year | 2017–18  2018–19  2019–20 |
| **Empty Cell** | |
| INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE | |
| How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis? | |
| To consult its various stakeholders, LALA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of LALA’s students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to LALA’s commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, the SAT and PSAT from schoolwide compulsory sessions for grades 9-12, CELDT, course finals, unit summative assessments, schoolwide quarterly writing benchmarks, and LALA’s intervention and enrichment programs. Faculty and administrators have used weekly staff meetings, bi-weekly department meetings, and bi-weekly grade level meetings to discuss data and their implications—discussions that have informed the school’s developing plans.  While administrators have received input during these sessions with faculty, LALA has established other formal opportunities for teachers to provide their input. LALA has explicitly dedicated time during its Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. LALA has also regularly surveyed its faculty on various topics ranging from student discipline to LALA’s professional development program. Teachers have continued to hold reserved seats on LALA’s School Site Council, English Learner’s Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opporutnity to proivde input with their direct access to LALA’s Executive Director, who maintains an open door policy and has hosted listening forums with the faculty. LALA also conducts an annual survey of its faculty explicitly aligned to the LCAP. As for the school’s principals and other administrators, they have significant input into the LEA’s strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team and annual interviews with the LCAP coordinator.  Similar practices governed how LALA involved other stakeholders. For parents and community members, LALA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, administrators and parents have reviewed school-wide student data, contextualzing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to bi-monthly meetings of the school’s Board of Directors as well as all meetings of the school’s various councils. All these meetings have remained public and continue to reserve time for open commentary. In addition to forums and meetings, LALA engages in regular communications with families to update them on their students and the school as a whole, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. LALA sees its families as important partners and regularly invests in development of these relationships. As a result, students’ teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school’s Parent and Family Coordinator, who has also advocated for parents and shared their concerns with school leaders as they have developed. Like the school’s faculty, families also have regular access to LALA’s Executive Director. In addition to a number of open forums for families, she has hosted a monthly parent book club that aims to develop parent leadership and capacity but has also served as an opportunity for the executive director to solicit and receive deeper feedback in a more personal (and less intimidating) environment. As with faculty, LALA has also conducted a survey explicitly aligned to the LCAP for families.  Students have also received multiple opportunities to review academic data. The school schedule includes time for advisors to meet with students to monitor course progress, share and reflect on performance data, and set personalized goals. School counselors have met with students individually and in groups throughout the school year regarding progress towards graduation and higher education options based on course grades, PSAT, and SAT data. LALA provides all students with digital access to their grades through PowerSchool and oftentimes through other online platforms like Google Classroom or Edmodo. Like all stakeholders, students also have the right to speak at any of the school’s council or board meetings. Because LALA believes in the importance of student voice, it has created structures to ensure student opinions are considered in the development of school improvement plans. First, LALA provides all students advisors, who, among other roles, serve as their advocates and express student concerns and perspectives about developments at school to site leaders. Second, LALA supports two student leadership groups—one each for the middle and high school grades. In addition to planning school events and fundraisers, these groups voice and champion student initiatives and interests and have regular established communication channels with school administrators. A final effort to gather student input is LALA’s series of student surveys and forums. LALA has conducted surveys of student opinions on a variety of issues and one explicityly aligned to the LCAP and its goals. As with teachers and families, the Executive Director has also hosted student forums and a student club as a way to receive richer student feedback. | |
| IMPACT ON LCAP AND ANNUAL UPDATE | |
| How did these consultations impact the LCAP for the upcoming year? | |
| The consultations above have impacted the 2018-2019 LCAP in significant ways. On one hand, they have affirmed the LCAP’s goals and general actions the school has planned to take. However, stakeholder input has also taken an active part in shaping current LCAP, impacting the action plans for all five of the school’s goals.  Stakeholder input has led to a number of changes to Goal 1, which is focused on the delivery of LALA’s standards-aligned instructional program. First, feedback from teachers and students has resulted in the inclusion of items 8 to 11 for Action 1, which focuses on LALA’s instructional materials. The first three of these items reflect teachers’ interests in evaluating recently adopted programs (8 and 9) and in moving the school’s science program toward greater NGSS-alignment (10). Stakeholder survey data indicates a need to improve the school’s implementation of PBL instruction as expected by LALA’s charter. In response, LALA has added item 11, which expects the creation of a PBL projects calendar, and two goal metrics: one measuring student perceptions of PBL instruction and another on student completion of PBL projects. Similarly, teacher input has resulted in additions to the professional development plans dictated by Action 2 of this goal. Teachers identified a need to provide more support structures for new faculty and LALA has added item 4 in the new LCAP to do so. Likewise, the school added item 5 to the same goal at the request of teachers to address concerns about mastery grading. Lastly, consultations revealed concerns about safety and supervision from all stakeholders, resulting in the addition of item 5 to Action 5, which focuses on personnel. The new item now expects LALA employ campus security aides.  During consultations, stakeholders expressed interest in improving the physical and social state of the school, which have impacted the shape of Goal 2 and its planned actions in the new LCAP. First, stakeholder concerns about campus have resulted in the addition of item 5, which calls for improvements in the identification and reporting of maintenance issues, to Action 1 of the goal. To address more specific stakeholder campus concerns, the new LCAP has added an item to the action calling for a committee to study and propose improvements to student play spaces, particularly at the middle school (item 6). Similarly, stakeholder desire to see improvements in school communications have resulted in a new item expecting an increase in the ways families and other stakeholders can give feedback (like the installation of comment boxes in school front offices and a comment option on the LEA website) to Action 2 (item 7). Likewise, stakeholder concerns over school culture have led to a new item calling for a program to address the issue to Action 3 (item 3). In response to stakeholders’ interests in better meeting the needs of the student as a whole child, LALA has also made changes to Actions 4 and 5. To Action 4 in the new LCAP, LALA has added action item 7, which seeks to increase non-athletic extracurricular activities and programing in the arts for students, and item 8, which seeks to support greater student access to healthcare services through referrals and collaborations with community service groups. Similarly, LALA has included items to Action 5 to convene a committee focused on improving school food options (item 2) and to regularly solicit input about school lunch program (item 3) in response to stakeholder feedback.  Though stakeholder consultations affected the final shape of the last three goals in the new LCAP, they have had less impact than on the first two goals. In response to the need for greater centralized information on EL students, LALA has added an item calling for the creation of “reclassification portfolios” to Action 1 of Goal 3, which focuses on significant subpopulation data. In addition, stakeholders expressed a need to build more positive associations and relationships with reading and math for students. This has led LALA to add analogous actions to Goal 4 and 5, with each calling for a program of activities and events that promote literacy (Action 4, Goal 4) and math (Action 4, Goal 5). | |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| **[Goal 1](#Instructions_GAS_Goal)** | Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards that prepares students for college and their future careers | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they can complete the requirements necessary for acceptance to a college or university. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| CAASPP ELA\* | 40% | | 50% | 55% | 60% |
| CAASPP Math\* | 13% | | 23% | 28% | 33% |
| Graduation rate\* | 73% | | 78% | 80% | 82% |
| HS promotion rate | 70% | | 75% | 80% | 85% |
| A-G passage rate | 81% | | 84% | 87% | 90% |
| College acceptance rate | 46% | | 50% | 54% | 58% |
| AP participation rate | 16% | | 19% | 22% | 25% |
| AP passage rate | 35% | | 40% | 45% | 50% |
| ACT projection: Reading \*\* | 18% | | 22% | 26% | 30% |
| ACT projection: Math\*\* | 10% | | 14% | 18% | 22% |
| Teacher retention | 92% | | 95% | 95% | 95% |
| Teacher assignments | 100% | | 100% | 100% | 100% |
| Instructional materials | 100% | | 100% | 100% | 100% |
| Student Survey: PBL is used |  | |  | 90% | 90% |
| Students who complete two PBL projects |  | |  | 90% | 90% |

\* Projections for future years drawn from 2016 LALA-LAUSD benchmark agreement (standards provided through 2021-2022 school year)

\*\* ACT projection: percent on track to score 22 or greater on ACT, drawn from “Projected Proficiency Summary Report” in NWEA Map Reports

Teacher assignments = percent of positions that are not mis-assigned or vacant

Instructional materials = percent of students without access to their own copies of materials

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| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Acquire and implement rigorous curricula and a broad course of study aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and State Standards. This will include (but not be limited to):   1. (HS) conversion of Algebra 2 course into Integrated Math 3 2. (HS) offering AP Environmental Science 3. (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and materials 4. (HS) offering college credit psychology and law courses through Mission College (no cost) 5. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.) 6. (MS) continued implementation of MathLinks 7. (HS) continued implementation of Carnegie 8. (HS) the use of Acellus for student acceleration/remediation 9. (6-12) continued implementation of ELA Study Sync curriculum | | | | | | Acquire and implement rigorous curricula and a broad course of study aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and State Standards. This will include (but not be limited to):   1. (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and materials 2. (HS) offering college credit psychology and law courses through Mission College (no cost) 3. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.) 4. (MS) continued implementation of MathLinks 5. (HS) continued implementation of Carnegie 6. (HS) use of Acellus for student acceleration/remediation 7. (6-12) continued implementation of ELA Study Sync curriculum 8. (6-12) evaluation of Acellus and alternative programs 9. (6-12) evaluation of intervention programs’ effectiveness 10. (6-12) ensuring alignment of course content and titles of science classes to NGSS 11. (6-12) developing a calendar of expected significant student PBL projects by grade and content area | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $51,143 | | | | Amount | | $48,213 | Amount | $49,660 |
| Source | | LCFF All sources | | | | Source | | LCFF All sources | Source |  |
| Budget Reference | | * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200) * Instructional Materials & Supplies (4325) | | | | Budget Reference | | * Approved Textbooks & Core Curricula Materials (4100) * Books & Other Reference Materials (4200)   Instructional Materials & Supplies (4325) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):   1. (6-12) Google Educator, Level 1 training 2. (6-12) PD on HSS framework 3. (6-12) PD on NGSS framework 4. (6-12) PD on Common Core math 5. (6-12) PD on Common Core ELA | | | | | | Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to):   1. Further implementation of principles of Professional Learning Communities (PLC) 2. supporting Google Educator certifications for teachers (exam fees) 3. supporting PLC’s appropriately-aligned requests for PD and conference attendance 4. developing a support program for new faculty specific to teaching at LALA (in addition to BTSA) 5. training on mastery grading | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $91,374 | | | | Amount | | $110,361 | Amount | $113,672 |
| Source | | LCFF, Title II -4035 | | | | Source | | LCFF, Title II -4035 | Source |  |
| Budget Reference | | * Travel & Conferences (5200), * Consultants –Instructional (5815) * Professional Development (5863) | | | | Budget Reference | | * Travel & Conferences (5200), * Consultants –Instructional (5815) * Professional Development (5863 | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills needed to access the CCSS. This will include (but not limited to):   1. (6-12) the use of CAASPP interim assessments 2. (6-12) the implementation of a technology skills scope and sequence plan 3. (6-12) the upkeep of hardware and infrastructure. 4. (HS) Cognitive Tutor (math) for integrated math 1-3 5. (MS) BrainPop licenses 6. (6-12) StudySync 7. (MS) Acellus 8. (HS) Achieve3000 9. (6-12) the purchase of hardware security/loss prevention measures 10. (HS) the use of Albert ([www.albert.io](http://www.albert.io)) for AP and college test prep 11. (6-12) payment for internet services 12. (6-12) payment for firewall and cache services | | | | | | Maintain the technology and digital resources that will allow LALA to differentiate instruction develop students’ 21st Century skills, and meet state standards. This will include (but not limited to):   1. (6-12) use of CAASPP interim assessments 2. (6-12) implementation of a technology skills scope and sequence plan 3. (6-12) upkeep of hardware and infrastructure. 4. (6-12) payment for internet services 5. (6-12) payment for firewall and cache services 6. (MS) BrainPop licenses 7. (MS) Achieve3000 8. (HS) Cognitive Tutor 9. (6-12) StudySync 10. (HS) Acellus | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $113,009 | | | | Amount | | $115,690 | Amount |  |
| Source | | LCFF All sources | | | | Source | | LCFF All sources | Source |  |
| Budget Reference | | * Educational Software (4320) * Technology Services (5887) | | | | Budget Reference | | * Educational Software (4320) * Technology Services (5887) | Budget Reference |  |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):   1. (6-12) the administration of NWEA MAP assessments 2. (6-12) the maintenance of a student information system 3. (6-12) examination of ALEKS data 4. (6-12) examination of Achieve3000 data 5. (6-12) examination of CELDT data 6. (6-12) examination of CAASPP summative and interim data 7. (HS) monitoring of student digital portfolios | | | | | | Monitor student proficiency data on an ongoing basis, adjusting actions and the distribution of resources as needed to ensure student proficiency in state adopted standards. In addition to maintaining a student information system, this action will include (but not be limited to) analyzing:   1. (6-12) NWEA MAP assessments 2. (6-12) Math ALEKS data 3. (6-12) Achieve3000 data 4. (6-12) CELDT/ELPAC data 5. (6-12) CAASPP summative and interim assessment data 6. (HS) student digital portfolios | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $27,000 | | | | Amount | | $27,776 | Amount | $28,610 |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Non capitalized equipment (4400) * Student Assessment (5878) * Student Information System (5881) | | | | Budget Reference | | * Non capitalized equipment (4400) * Student Assessment (5878) * Student Information System (5881) | Budget Reference |  |

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| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):   1. (6-12) paying certificated employees’ salaries 2. (6-12) paying classified employees’ salaries 3. (6-12) providing eligible employees’ their contracted benefits 4. (6-12) continue collective bargaining of competitive teacher contracts | | | | | | Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):   1. (6-12) paying certificated employees’ salaries 2. (6-12) paying classified employees’ salaries 3. (6-12) providing eligible employees’ their contracted benefits 4. (6-12) continue collective bargaining of competitive teacher contracts 5. (6-12) adding campus security aides to staff | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $4,323,400 | | | | Amount | | $4,451,606 | Amount | $4,585,155 |
| Source | | LCFF,EPA -1400, Special Education -3310,6500 | | | | Source | | LCFF,EPA -1400, Special Education -3310,6500  Include all restricted sourses | Source |  |
| Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) | | | | Budget Reference | | * Certificated salaries (1000) * Classified salaries (2000) * Employee benefits (3000) * Special Education Contract Instructors (5869) * Staff Recruiting (5875) * Substitutes (5884) | Budget Reference |  |

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| Action | **6** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student’s advisor, teachers, family and other service providers to ensure healthy academic, social and emotional development. This will include (but not be limited to):   1. (6-12) securing intervention and enrichment as necessary 2. (HS) continuing academic support from college clerk 3. (6-12) college field trips 4. (MS) implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD 5. (HS) ACT/SAT prep, including compulsory PSAT and PLAN 6. (6-12) providing college and career counseling, workshops, fairs and outreach 7. (HS) mandatory college application 8. (6-12) matching qualified students with internships, when possible 9. (6-12) use of Ripples Effects for behavior support | | | | | | Develop components within the school’s multiple-tiered systems of support (MTSS) focused on meeting the academic needs of students. This will include (but not be limited to):   1. (6-12) securing intervention and enrichment as necessary 2. (6-12) providing college and career support 3. (6-12) college field trips 4. (MS) implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college presentations) 5. (HS) ACT/SAT prep, including compulsory PSAT and PLAN 6. (6-12) providing college and career counseling, workshops, fairs and outreach 7. (HS) mandatory college application 8. (6-12) matching qualified students with internships, when possible | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $12,319 | | | | Amount | | $12,319 | Amount | $12,319 |
| Source | | Scholarship donation resource 9003 | | | | Source | | Scholarship donation resource 9003 | Source |  |
| Budget Reference | | College Readiness Expense (5813) | | | | Budget Reference | | College Readiness Expense (5813) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| **Goal 2** | Provide a safe and supportive schooling experience that attends to the social and emotional development of students, their growth as agents of social justice, and the important role of their families in this effort | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Research indicates that students’ social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| ADA | 95% | | 95% | 95% | 95% |
| Suspension rate | < 1% | | < 1% | < 1% | < 1% |
| Expulsion rate | 0% | | 0% | 0% | 0% |
| Health Department inspections | 84 | | > 89 | > 89 | > 89 |
| Fire Department inspections | Not pass | | Pass | Pass | Pass |
| Passing score on site inspections | Not pass | | Pass | Pass | Pass |
| LALA is safe: Parent and student surveys | 89.9% | | 95% | 95% | 95% |
| LALA supports ealth and well-being: Parent and student surveys | 94.1% | | 95% | 95% | 95% |
| LALA supports socio-emotional needs: Parent and student surveys | 81.5% | | 95% | 95% | 95% |
| LALA supports VAPA needs: Parent and student surveys | 89.3% | | 95% | 95% | 95% |
| LALA supports extracurricular needs: Parent and student surveys | 90.7% | | 95% | 95% | 95% |
| LALA supports social justice: Parent and student surveys | 87.4% | | 95% | 95% | 95% |

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| --- |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):   1. (6-12) leasing the schools’ campuses 2. (6-12) creating a safety committee that governs the comprehensive school safety plan 3. (6-12) implementation of “Crisis Manager” software 4. (6-12) conducting monthly safety drills 5. (6-12) conducting regular walk-throughs and site inspections 6. (6-12) Red Cross Emergency Preparedness PD for administrative designee | | | | | | Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):   1. (6-12) leasing the school’s campuses 2. (6-12) evaluating the school’s comprehensive safety plan 3. (6-12) conducting monthly safety drills 4. (6-12) conducting regular walk-throughs and site inspections 5. (6-12) refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc) 6. (6-12) convening a committee focused on improving student play spaces, particularly at the middle school | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $623,160 | | | | Amount | | $649,840 | Amount | $669,335 |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) | | | | Budget Reference | | * Custodial Supplies (4315) * Classroom Furniture, Equipment & Supplies (4410) * Insurance (5400) * Rent (5610) * Repairs and Maintenance – Building (5615) | Budget Reference |  |

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| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Implement a program of parent and community outreach that solicits feedback and participation as well as provides services, training and information. This will include (but not be limited to):   1. (6-12) the continued use of electronic communication systems (e.g. Parent Square, Facebook) 2. (6-12) an update of the LEA website 3. (6-12) conducting annual stakeholder surveys 4. (6-12) hosting regular monthly stakeholder meetings and forums (e.g. “Coffee with the Principal”) 5. (6-12) assisting families in need with school uniforms 6. (6-12) providing college support services to families 7. (6-12) providing family counseling services through community partners (e.g. VIP Services, Barrio Action) | | | | | | Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to):   1. (6-12) use of electronic communication systems (e.g. Parent Square, Facebook) 2. (6-12) conducting annual stakeholder surveys 3. (6-12) hosting regular stakeholder meetings and forums (e.g. “Coffee with the Principal”) 4. (6-12) assisting families in need with school uniforms 5. (6-12) providing family services through community partners (e.g. VIP Services, Barrio Action) 6. (6-12) providing college support services to families 7. (6-12) increasing the ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website) | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $10,166 | | | | Amount | | $10,922 | Amount | $11,250 |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Uniforms (4350) * Family Outreach (5807) | | | | Budget Reference | | * Uniforms (4350) * Family Outreach (5807) | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):   1. (6-12) PBIS rewards/field trips 2. (6-12) providing parenting workshops as an alternative to suspension 3. (6-12) using mini-courses | | | | | | Refine LALA’s PBIS systems and alternatives to suspension as a component of the school’s MTSS plans (to complement the academic focus of Action 6 of Goal 1). This will include (but not be limited to):   1. (6-12) a program of PBIS rewards and recognitions for meeting expectations 2. (6-12) expanding the number of alternatives to suspension available 3. (6-12) a program of school events and activities promoting school culture through the school’s mandala and expectations 4. (6-12) activities of the student leadership group 5. (6-12) activities (like standards-aligned field trips) that build enthusiasm for learning | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $35,000 | | | | Amount | | $64,442 | Amount | $66,375 |
| Source | | LCFF, Donation | | | | Source | | LCFF, Donation | Source |  |
| Budget Reference | | Student Activities (5877) | | | | Budget Reference | | Student Activities (5877) | Budget Reference |  |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide access services and programs that support students’ socio-emotional health and development through students’ MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development’s (ASCD) Whole School, Whole Community, and Whole Child (WSCC) approach. This will include (but not be limited to):   1. (6-12) expansion of the athletic/sports program 2. (6-12) providing an after-school youth program 3. (6-12) PD for teachers on classroom management, trauma-informed approaches, de-escalation 4. (6-12) monthly parent workshops by Barrio Action (free) 5. (MS) sex health education for students and parents by Reality Check 6. (6-12) participation in Adelante Youth Programs 7. (6-12) participation in MOSTe program 8. (MS) continuation of social justice Teach-In program | | | | | | Refine services and programs that support students’ socio-emotional health and development through students’ MTSS teams (to complement academic focus of Action 6 of Goal 1), continuing to draw on principles from the ASCD’s WSCC approach. This will include (but not be limited to):   1. (6-12) maintaining an interscholastic athletics program 2. (6-12) providing an after-school youth program 3. (6-12) parent workshops by Barrio Action and other providers 4. (MS) sex health education by Reality Check 5. (6-12) supporting student attendance at youth development programs and conferences 6. (6-12) participation in MOSTe program 7. (6-12) increased non-athletic extracurricular activities and programing in the arts 8. (6-12) supporting student access to healthcare services (e.g. referrals to providers) | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $92,822 | | | | Amount | | $163,800 | Amount | $163,800 |
| Source | | ASES 6100 | | | | Source | | ASES 6100 | Source |  |
| Budget Reference | | * ASES (4352) | | | | Budget Reference | | ASES (4352) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):   1. (6-12) surveying students regarding food preferences | | | | | | Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):   1. (6-12) surveying students regarding food preferences 2. convening a committee that includes student voice and explores different food vendor options 3. survey stakeholder satisfaction with food in following LCAP input processes | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | $426,702 | | | | Amount | | $426,702 | Amount | $426,702 |
| Source | | Nutrition program 5310 | | | | Source | | Nutrition program 5310 | Source |  |
| Budget Reference | | Student Food Services (4710) | | | | Budget Reference | | Student Food Services (4710) | Budget Reference |  |

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| Action | **6** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Implement a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction. This will include (but not be limited to):   1. (MS) continuing activism teach-in program 2. (HS) continuing Chavez Day of service 3. (HS) social justice-themed courses including Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership 4. (6-12) establishing of a social justice Civic Fair 5. (HS) use of social-justice themed writing benchmarks 6. (HS) piloting a “legacy project” for seniors where for students create a project as a contribution to their community 7. (6-12) participation in We Day program 8. (6-12) conduct of stakeholder forums regarding social justice (also Action 2 of this goal) 9. (6-12) providing college and career support (also see Goal 1, Action 6) | | | | | | Maintain a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction. This will include (but not be limited to):   1. (MS) continuing activism teach-in program 2. (HS) continuing Chavez Day of service 3. (HS) social justice-themed courses such as Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership 4. (6-12) establishing of a social justice Civic Fair 5. (HS) use of social-justice themed writing benchmarks 6. (HS) piloting a “legacy project” for seniors where for students create a project as a contribution to their community 7. (6-12) participation in We Day program | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 6 | | | | Amount | | Amount included in Goal 1, Action 6, Goal 2, Action 2 | Amount |  |
| Source | | LCFF All Resources | | | | Source | | LCFF All Resources | Source |  |
| Budget Reference | | * College Readiness Expense (5813) * Family Outreach (5807) | | | | Budget Reference | | * College Readiness Expense (5813) * Family Outreach (5807) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| [**Goal 3**](#Instructions_GAS_Goal) | Close the achievement gap between students from significant subpopulations (i.e. EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population. | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | LALA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| EL score on CAASPP ELA | 4% | | 14% | 19% | 24% |
| Low income score on CAASPP ELA | 40% | | 50% | 55% | 60% |
| SPED score on CAASPP ELA | 5% | | 15% | 20% | 25% |
| Latino score on CAASPP ELA | 40% | | 50% | 55% | 60% |
| Asian score on CAASPP ELA | 74% | | 80% | 80% | 80% |
| EL NWEA met growth projection: Reading | 51% | | 55% | 59% | 63% |
| Low income NWEA met growth projection: Reading | 59% | | 63% | 67% | 71% |
| SPED NWEA met growth projection: Reading | 60% | | 64% | 68% | 72% |
| Latino NWEA met growth projection: Reading | 61% | | 65% | 69% | 73% |
| Asian NWEA met growth projection: Reading | 65% | | 69% | 73% | 77% |
| EL NWEA met growth projection: Language | 61% | | 65% | 69% | 73% |
| Low income NWEA met growth projection: Language | 61% | | 65% | 69% | 73% |
| SPED NWEA met growth projection: Language | 62% | | 66% | 70% | 74% |
| Latino NWEA met growth projection: Language | 40% | | 44% | 48% | 52% |
| Asian NWEA met growth projection: Language | 57% | | 61% | 65% | 69% |
| EL reclassification rate | 14% | | 15% | 18% | 21% |
| EL score on CAASPP Math | 2% | | 14% | 19% | 24% |
| Low income score on CAASPP Math | 12% | | 22% | 27% | 32% |
| SPED score on CAASPP Math | 2% | | 12% | 17% | 22% |
| Latino score on CAASPP Math | 8% | | 18% | 23% | 28% |
| Asian score on CAASPP Math | 68% | | 78% | 80% | 80% |
| EL NWEA met growth projection: Math | 56% | | 60% | 64% | 68% |
| Low income NWEA met growth projection: Math | 59% | | 63% | 67% | 71% |
| SPED NWEA met growth projection: Math | 53% | | 57% | 61% | 65% |
| Latino NWEA met growth projection: Math | 58% | | 62% | 66% | 70% |
| Asian NWEA met growth projection: Math | 63% | | 67% | 71% | 75% |

NOTE: All projections for future years drawn from 2016 LALA-LAUSD benchmark agreement (standards provided through 2021-2022 school year)

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| --- |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students’ MTSS teams (see Goal 1, Action 6). This will include (but not be limited to):   1. (6-12) individual conferences with students advisors 2. (6-12) monitoring by the Director of Student Services 3. (6-12) examining available subgroup data from digital programs | | | | | | Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students’ MTSS teams. This will include (but not be limited to):   1. (6-12) individual conferences with students advisors 2. (6-12) monitoring by the Director of Student Services 3. (6-12) examining available subgroup data from digital programs 4. (6-12) creation of portfolios that track EL students’ progress toward reclassification against set criteria | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 4 | | | | Amount | | Amount included in Goal 1, Action 4 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Student Assessment (5878) * Student Information System (5881) | | | | Budget Reference | | * Student Assessment (5878) * Student Information System (5881) | Budget Reference |  |

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| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Use adaptive digital content to provide differentiated instruction and intervention. This will include (but not be limited to):   1. (HS) use of Rosetta Stone to support English literacy development for ELs 2. (HS) Cognitive Tutor 3. (MS) BrainPop ESL 4. (6-12) Math ALEKS 5. (MS) Achieve3000 for ELA 6. (6-12) StudySync | | | | | | Use adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations. This will include (but not be limited to):   1. (HS) Rosetta Stone 2. (HS) Cognitive Tutor 3. (6-12) Math ALEKS 4. (MS) Achieve3000 5. (6-12) StudySync ELD | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 3 and 5 | | | | Amount | | Amount included in Goal 1, Actions 3 and 5 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Educational Software (4320) | | | | Budget Reference | | * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Educational Software (4320) | Budget Reference |  |

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| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide intervention, designated ELD, and similar support classes during the school day. | | | | | | Provide intervention, designated ELD, and similar support classes during the school day. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 1, 3, and 5 | | | | Amount | | Amount included in Goal 1, Actions 1, 3, and 5 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Instructional Materials (4325) * Professional Development ( 5863) | | | | Budget Reference | | * Certificated teacher salaries (1100) * Classified Instructional Aide salaries (2100) * Instructional Materials (4325) * Professional Development (5863) | Budget Reference |  |

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| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):   1. (6-12) training instructional aides trained to support special subpopulations students 2. (6-12) hosting CELDT and reclassification workshops for parents | | | | | | Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):   1. (6-12) training instructional aides to support students from special subpopulations 2. (6-12) hosting ELPAC and reclassification workshops for parents and stakeholders | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount include in Goal 1 Action 5 | | | | Amount | | Amount include in Goal 1 Action 5 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | Instructional Aide (2100) | | | | Budget Reference | | Instructional Aide (2100) | Budget Reference |  |

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| Action | **5** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):   1. (6-12) conduct of Modified Consent Decree meetings 2. (6-12) PD for teachers on IEPs and servicing SPED students | | | | | | Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):   1. (6-12) conduct of Modified Consent Decree meetings 2. (6-12) PD for teachers on IEPs and servicing SPED students | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 2 and 5 | | | | Amount | | Amount included in Goal 1, Actions 2 and 5 | Amount |  |
| Source | | Special Education 6500 | | | | Source | | Special Education 6500 | Source |  |
| Budget Reference | | * Certificated teachers (1100) * Professional Development ( 5863) | | | | Budget Reference | | * Certificated teachers (1100) * Professional Development(5863) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| [**Goal 4**](#Instructions_GAS_Goal) | Increase student literacy as measured by the CCSS | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | 2019-20 |
| At or above grade norm level RIT: NWEA Language\* | 35% | | 39% | 43% | 47% |
| Met growth target: NWEA Language\*\* | 58% | | 62% | 66% | 70% |
| At or above grade norm level RIT: NWEA Reading\* | 37% | | 41% | 45% | 49% |
| Met growth target: NWEA Reading\*\* | 60% | | 64% | 68% | 72% |
| Projected to meet or exceed ELA CAASPP\*\*\* | 18% | | 22% | 26% | 30% |

|  |
| --- |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| (6-12) Continue to provide academic ELA support through lab/intervention/universal access periods | | | | | | (6-12) Continue to provide academic ELA support through lab/intervention/universal access periods | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 4 and 5 | | | | Amount | | Amount included in Goal 1, Actions 4 and 5 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Certificated teachers (1100) * Instructional Aide (2100) * Instructional Materials (4325) | | | | Budget Reference | | * Certificated teachers (1100) * Instructional Aide (2100) * Instructional Materials (4325) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Professional development on the continued implementation of the computer-based ELA curriculum, StudySync. | | | | | | Ensure LALA’s PD Program and PLCs address the improvement of general literacy instruction and use of the school’s ELA curricula, in particular. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 2 | | | | Amount | | Amount included in Goal 1, Action 2 | Amount |  |
| Source | | LCFF All resources | | | | Source | | LCFF All resources | Source |  |
| Budget Reference | | * Professional Development ( 5863) | | | | Budget Reference | | Professional Development ( 5863) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| (6-12) Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | | | | | | (6-12) Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Action 4 | | | | Amount | | Amount included in Goal 1, Action 4 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Educational Software (4320) * Student Assessment (5878) | | | | Budget Reference | | * Educational Software (4320) * Student Assessment (5878) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
|  | | | | | | Conduct a program of events and activities promoting literacy. This will include (but not be limited to):   1. Recognizing reading and language performances and growth on significant assessments 2. Competitions based on literacy activities | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | |  | | | | Amount | | Amount included in Goal 2, Action 3 | Amount |  |
| Source | |  | | | | Source | | LCFF | Source |  |
| Budget Reference | |  | | | | Budget Reference | | Student Activities (5877) | Budget Reference |  |

[**Goals, Actions, & Services**](#Instructions_GAS)

Strategic Planning Details and Accountability

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | New  Modified  Unchanged | | | | |
| [**Goal 5**](#Instructions_GAS_Goal) | Increase math performance and ability as measured by the CCSS | | | | |
| **Empty Cell** | | | | | |
| **Empty Cell** | | | | | |
| [State and/or Local Priorities Addressed by this goal:](#Instructions_GAS_StateLocalPriorities) | | STATE  1  2  3  4  5  6  7  8  COE  9  10  LOCAL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| [Identified Need](#Instructions_GAS_IdentifiedNeed) | | Student performance and rates of improvement on multiple measures of mathematics performance fall below satisfactory levels. The development of mathematical abilities and thinking are central to success in school and life. | | | |
| [EXPECTED ANNUAL MEASURABLE OUTCOMES](#Instructions_GAS_ExpectedAnnMeasOutcomes) | | | | | |
| Metrics/Indicators | Baseline | | 2017-18 | 2018-19 | ne2019-20 |
| At or above grade norm level RIT: NWEA Math\* | 28% | | 32% | 36% | 40% |
| Met growth target: NWEA Math\*\* | 59% | | 63% | 67% | 71% |
| Projected to meet or exceed Math CAASPP\*\*\* | 12% | | 16% | 20% | 24% |

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| --- |
| [PLANNED ACTIONS / SERVICES](#Instructions_PAS) |
| Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **1** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| (6-12) Continue to provide academic math support through lab/intervention/universal access periods | | | | | | (6-12) Continue to provide academic math support through lab/intervention/universal access periods | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 4 and 5 | | | | Amount | | Amount included in Goal 1, Actions 4 and 5 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Certificated teacher s (1100) * Educational Software (4320) * Student Assessment (5878) | | | | Budget Reference | | * Certificated teacher s (1100) * Educational Software (4320) * Student Assessment (5878) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **2** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| Continue use of Math ALEKS for math intervention | | | | | | Continue use of Math ALEKS for math intervention | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1, Actions 4 and 5 | | | | Amount | | Amount included in Goal 1, Actions 4 and 5 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Certificated teacher s (1100) * Educational Software (4320) | | | | Budget Reference | | * Certificated teacher s (1100) * Educational Software (4320) | Budget Reference |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **3** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
| (6-12) Continued lesson study cycles and PD with the Center for Mathematics and Teaching and Carnegie Math, developer of the middle and high school’s math curriculum, respectively. | | | | | | Ensure that LALA’s PD Program and PLCs address the improvement of general math instruction and the use of the school’s math curricula, in particular. | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | | Amount included in Goal 1 Action 2 | | | | Amount | | Amount included in Goal 1 Action 2 | Amount |  |
| Source | | LCFF | | | | Source | | LCFF | Source |  |
| Budget Reference | | * Certificated teachers (1100) * Professional Development (5863) | | | | Budget Reference | | * Certificated teachers (1100) * Professional Development (5863) | Budget Reference |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | **4** | | **Empty Cell** | | **Empty Cell** | | | | | |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_StudentsToBeServed) | | | | All  Students with Disabilities  [Specific Student Group(s)]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [Location(s)](#Instructions_PAS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **OR** | | | | | | | | | | |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | | | | | | | |
| [Students to be Served](#Instructions_PAS_ContributesTo) | | | | English Learners  Foster Youth  Low Income | | | | | | |
| [Scope of Services](#Instructions_PAS_ScopeService) | | | | | | | LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) | | | |
| [Location(s)](#Instructions_PAS_IIS_Locations) | | | | All schools  Specific Schools:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific Grade spans:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| [ACTIONS/SERVICES](#Instructions_PAS_ActionsServices) | | | | | | | | | | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| New  Modified  Unchanged | | | | | | New  Modified  Unchanged | | | New  Modified  Unchanged | |
|  | | | | | | Conduct a program of events and activities promoting math. This will include (but not be limited to):   1. Recognizing math performances and growth on significant assessments 2. Competitions based on math skills and thinking | | |  | |
| [BUDGETED EXPENDITURES](#Instructions_PAS_BudgetedExpenditures) | | | | | | **Empty Cell** | | | **Empty Cell** | |
| **2017-18** | | | | | | **2018-19** | | | **2019-20** | |
| Amount | |  | | | | Amount | | Amount included in Goal 2 Action 3 | Amount |  |
| Source | |  | | | | Source | | LCFF | Source |  |
| Budget Reference | |  | | | | Budget Reference | | Student Activities (5877) | Budget Reference |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**Demonstration of Increased or Improved Services for Unduplicated Pupils**](#Instructions_DemIncreasedImproved) | | | | |
| LCAP Year | 2017–18  2018–19  2019–20 | | | |
|  | | | | |
| [Estimated Supplemental and Concentration Grant Funds:](#Instructions_DII_EstSCFunds) | | $999,006 | [Percentage to Increase or Improve Services](#Instructions_DII_PercentIncImprServices" \o "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...) | 24.54% |
| Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.  Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#Instructions_DemIncreasedImproved)). | | | | |
| While a number of actions are funded and provided on an LEA-wide basis, many are principally directed toward increasing and improving services for our unduplicated pupils. First, while all students are likely to benefit from their implementation, a number of the school’s adopted instructional strategies (e.g. SDIAE, project based learning) are geared toward addressing the academic needs and motivation our unduplicated pupils. Likewise, recent adoptions of core ELA and math curricula have been made in light of unduplicated pupils needs, with programs having highly developed differentiation resources. The school has also explicitly adopted the use of adaptive digital curriculum in order to provide interventions at unduplicated students’ zones of proximal development (ZPD). Research indicates that such differentiation results in the greatest possible growth. Next, the school provides paraprofessionals and aides—especially in ELA and math—to provide additional academic support to unduplicated students; LALA also increases the number of instructional minutes in the form of labs, universal access, and intervention periods to support these students, who generally struggle more than the general population. Lastly, the LALA continues to develop a Student Assistance Program aligned to the principles of multi-tiered system of support and ASCD’s “whole school, whole community, whole child” framework to better meet the needs of its unduplicated students. These increases and improvements are encapsulated in the actions of Goal 3 in the new LCAP. Similarly, the principal impetus of the school’s establishment of positive behavior interventions and supports and use of alternatives to suspension is to create a school climate and culture that meets the needs of these students. Research suggests that traditional forms of discipline and behavior management result in negative outcomes and the perpetuation of the school-to-prison pipeline. Likewise, the school’s efforts to address the socio-emotional needs of its students like providing counseling services and referrals to community service providers or ensuring a healthy and nutritious meal are principally directed at helping the school’s low income immigrant students and their families. These increases and improvements are encapsulated in Actions 2, 3, and 4 of Goal 2. | | | | |

**Local Control and Accountability Plan and Annual Update Template Instructions**

**[Addendum](#Check3)**

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

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

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

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

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

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

**Instructions: Linked Table of Contents**

[Plan Summary](#Instructions_PlanSummary)

[Annual Update](#Instructions_AU)

[Stakeholder Engagement](#Instructions_SE_StakeholderEngagement)

[Goals, Actions, and Services](#Instructions_GAS)

[Planned Actions/Services](#Instructions_PAS)

[Demonstration of Increased or Improved Services for Unduplicated Students](#Instructions_DemIncreasedImproved)

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

**[Plan Summary](#DOC_PlanSummary)**

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

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

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

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

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

**[Budget Summary](#DOC_BudgetSummary)**

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

* **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA’s total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* *(*[*http://www.cde.ca.gov/fg/ac/sa/*](http://www.cde.ca.gov/fg/ac/sa/)*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
* **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
* **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
* **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

**[Annual Update](#DOC_AU)**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s\* approved LCAP. Minor typographical errors may be corrected.

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

**[Annual Measurable Outcomes](#DOC_AU_AnnualMeasOutcomes)**

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

**[Actions/Services](#DOC_AU_ActionsServices)**

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

[**Analysis**](#DOC_AU_Analysis)

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

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

**[Stakeholder Engagement](#DOC_SE_StakeholderEngagement)**

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

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

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

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

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

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

**[Goals, Actions, and Services](#DOC_GAS)**

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

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

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

**New, Modified, Unchanged**

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

[**Goal**](#DOC_GAS_Goal)

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

**[Related State and/or Local Priorities](#DOC_GAS_StateLocalPriorities)**

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#State_Priorities))

**[Identified Need](#DOC_GAS_IdentifiedNeed)**

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

**[Expected Annual Measurable Outcomes](#DOC_GAS_ExpectedAnnMeasOutcomes)**

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

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

**[Planned Actions/Services](#DOC_PAS)**

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

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

**[Students to be Served](#DOC_PAS_StudentsToBeServed)**

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

**[Location(s)](#DOC_PAS_Locations)**

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

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

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

**[Students to be Served](#Doc_PAS_IIS_StutobeServed)**

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

**[Scope of Service](#DOC_PAS_IIS_ScopeServices)**

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

* If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
* If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
* If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

**[Location(s)](#DOC_PAS_IIS_Locations)**

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

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

**[Actions/Services](#DOC_PAS_ActionsServices)**

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

**New/Modified/Unchanged:**

* Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
* Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
* Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  + If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

**[Budgeted Expenditures](#DOC_PAS_BudgetedExpenditures)**

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

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

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

**[Demonstration of Increased or Improved Services for Unduplicated Students](#DOC_DemonstrationIncreaseImprove)**

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

**[Estimated Supplemental and Concentration Grant Funds](#DOC_EstSCFunds)**

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

**[Percentage to Increase or Improve Services](#DOC_PercentageIncreaseImprove)**

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

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

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

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

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

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

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

[**State Priorities**](#Instructions_GAS_StateLocalPriorities)

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

1. The implementation of state board adopted academic content and performance standards for all students, which are:
   1. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   2. Mathematics – CCSS for Mathematics
   3. English Language Development (ELD)
   4. Career Technical Education
   5. Health Education Content Standards
   6. History-Social Science
   7. Model School Library Standards
   8. Physical Education Model Content Standards
   9. Next Generation Science Standards
   10. Visual and Performing Arts
   11. World Language; and
2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

1. School attendance rates;
2. Chronic absenteeism rates;
3. Middle school dropout rates;
4. High school dropout rates; and
5. High school graduation rates;

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

1. Pupil suspension rates;
2. Pupil expulsion rates; and
3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

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

**Local Priorities** address:

1. Local priority goals; and
2. Methods for measuring progress toward local goals.

[**APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**](#Check3)

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

[**APPENDIX B:** **GUIDING QUESTIONS**](#Check3)

**Guiding Questions: Annual Review and Analysis**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Guiding Questions: Stakeholder Engagement**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupilsidentified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils,related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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