# Local Control Accountability Plan and Annual Update (LCAP)

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
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## 2017-20 Plan Summaries

## The Story

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

# LCAP Highlights

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This year's LCAP represents a continuation of the previous 2018-2019 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.

# Review of Performance

## Greatest Progress

LALA is proud of the progress the school has made in a number of areas. Although there wasn't an increase in the rate of students who met the state ELA standards, LALA continues to be proud of its efforts to improve student literacy. Though the academic data not impressive in and of itself, growth is more significant considering the difficulties of transitioning and implementing StudySync's digital instructional format and the implantation by new teachers.

 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. Data indicate that participation in Advance Placement classes has remained high.

Additionally, there has been an increase in student activities that promote a positive school culture and increase student involvement. PBIS is in its second year of full implementation and consequently there has been a significant decrease in the number of suspensions and discipline issues.

## 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. Data suggests the continued need to support the school's significant student subpopulations.

   LALA addresses these needs by continuing to implement 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.

## Performance Gaps

The data indicates that students from significant subgroups are below the performance of all students in math and language arts. LALA's plan to address this specific issue is found under Goal 3 of the current LCAP. In addition, the school's planned efforts to raise math performance more generally can be found under Goals 4 and 5.

# Annual Update

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 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 Priorities: ⊠ 1  ⊠ 2  ☐ 3  ⊠ 4  ☐ 5  ☐ 6  ⊠ 7  ⊠ 8

Local Priorities: 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.

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| CAASPP ELA* 55% Proficient/Advanced | **Not met.** The 2018 CAASPP results indicate that 23.47% of LALA's students met or exceeded the state ELA standards. Consequently, the expected outcome of 55% was not achieved overall. |
| CAASPP Math 28% Proficient/Advanced | **Not met.** The 2018 CAASPP results indicate that 11.86% of LALA's students met or exceeded the state math standards. Thus, not meeting the expected outcome of 28 percent of students meeting or exceeding on the CAASPP mathematics component. |

| Expected | Actual |
|---|---|
| | |
| Graduation Rate 80% | **Met.** According to the California School Dashboard and DataQuest, LALA's graduation rate for 2018 met the expected target at an 84.9 percent graduation rate. |
| School Promotion Rate of 80% | **Met.** For the 2017-2018 school year, 85.5% of LALA's students grades 6 through 11 advanced to the next grade and made timely progress toward graduation for the year. (42 retentions for 17-18) |
| A-G Passage Rate 87% | **Met.** As reported on Dataquest for the 2017-2018 academic school year 43 of LALA's 45 graduates (95.5 percent) completed high school with the A-G courses requirements to attend a UC/CSU campus. |
| College Acceptance Rate 54% | **Met.** Although 100 percent of LALA's 2018 graduates were accepted to a post-secondary educational institution, not all were accepted to a four-year college or university. The remaining students are expected to attend a community college or trade/vocational school. |
| AP Participation Rate 22% | **Met.** According to DataQuest student records, 68 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 26 percent. |
| AP Passage Rate 45% | **Not Met** According to DataQuest, LALA students passed 30 of the 124 advanced placement (AP) exams taken in 2018-2019, for a passing rate of 24 percent. Did not meet the expected outcome of |

| Expected | Actual |
|---|---|
| | 45 percent. |
| ACT projection: Reading ** 26% | **Not Met.** NWEA MAP reading results from the Winter 2019 assessment indicates that 12.7% of students are on track to meet ACT projections. |
| ACT projection: Math** 18% | **Not Met.** NWEA MAP mathematics results from the Winter 2019 assessment indicates that 8% of students are on track to meet ACT projections. |
| Teacher retention | **Not met.** Of the 30 faculty members listed in the 2017-2018 employee roster, 21 teachers returned to LALA for a teacher retention rate of 70 percent. |
| Teacher assignments | **Met.** According to the 2017-2018 SARC, 100 percent of LALA's entire faculty has the legal authorization to teach their assigned courses' content, grade levels, and student groups. |
| Instructional materials: 100% | **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. |

## Actions / Services

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 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **FY 2018-19**<br><br>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):<br><br>1. (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and materials<br>2. (HS) offering college credit psychology and law courses through Mission College (no cost)<br>3. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.)<br>4. (MS) continued implementation of MathLinks<br>5. (HS) continued implementation of Carnegie | LALA continues to make progress in alignment and implementation of a state adopted and rigorous curriculum by:<br><br>1. (HS) LALA continues to support students who take concurrent enrollment courses through a community college. Books and materials are purchased by the school and loaned to students enrolled the community college courses.<br>2. (HS) HS provides credit for concurrent enrollment in law, sociology, and child development pathway courses at Los Angeles Community College.<br>3. (6-12) A survey of the school's master schedule shows no class average above 28 students per class, except for PE.<br>4. (MS) Middle school continued implementation of MathLinks as the core | **FY 2018-19**<br><br>Amount — $48,213<br><br>Source — LCFF All sources<br><br>Budget Reference —<br>• Approved Textbooks & Core Curricula Materials (4100)<br>• Books & Other Reference Materials (4200)<br>• Instructional Materials & Supplies (4325) | **FY 2018-19**<br><br>Amount — $77,756<br><br>Source — LCFF All sources<br><br>Budget Reference —<br>• Approved Textbooks & Core Curricula Materials (4100)<br>• Books & Other Reference Materials (4200)<br>• Instructional Materials & Supplies (4325) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 6. (HS) use of Acellus for student acceleration/remediation<br>7. (6-12) continued implementation of ELA Study Sync curriculum<br>8. (6-12) evaluation of Acellus and alternative programs<br>9. (6-12) evaluation of intervention programs' effectiveness<br>10. (6-12) ensuring alignment of course content and titles of science classes to NGSS<br>11. (6-12) developing a calendar of expected significant student PBL projects by grade and content area | curricular program mathematics. They are in the 3rd year of implementation. Middle school is currently piloting a math program.<br>5. (HS) Carnegie continues to be the math curriculum currently in use at the HS. They are in their 3rd year of implementation. HS has adopted a new math curriculum for 2019-20.<br>6. (HS) Students have access to Acellus in class and at home for acceleration/remediation. Acellus is offered during multiple periods throughout the day.<br>7. (6-12) StudySync continues to be implemented as the core program for ELA.<br>8. (6-12) Data at end of school year analyzed to determine effectiveness<br>9. (6-12) Data at end of school year analyzed to determine effectiveness<br>10. (6-12) Course content and titles are not yet aligned to NGSS | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | 11. (6-12) The administrative team has compiled a series of dates for PBL projects by grade and content area. | | |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br><br>1. Further implementation of principles of | LALA has implemented 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 | **FY 2018-19**<br><br>Amount    $110,361<br><br>Source    LCFF, Title II - 4035<br><br>Budget Referenc    • Travel & Conferenc | **FY 2018-19**<br><br>Amount    $62,683<br><br>Source    LCFF, Title II - 4035<br><br>Budget Referenc    • Travel & Conferenc |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 | communities, giving teachers greater discretion to identify and collaborate around issues of concern.<br><br>1. Teams met as PLCs throughout the school year.<br>2. LALA offered to cover the fees for staff members to receive Google Education certification.<br>3. Teachers and admin attended the Mathematical Mindset. Teachers participated in online modules through Stanford. Teachers were trained with SIOP strategies and will continue next year.<br>4. LALA provides New Teacher training at the beginning of the school year. Department chairs support new teachers with acclimating to teaching in their designated departments.<br>5. Teachers began mastery grading raining through Mastery Connect at the HS. They selected the power standards based on CAASPP assessments and interims. | e      es (5200), • Consultants – Instructional (5815) • Professional Development (5863 | e      es (5200), • Consultants – Instructional (5815) • Professional Development (5863 |

Action    **3**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br><br>1. (6-12) use of CAASPP interim assessments<br>2. (6-12) implementation of a technology skills scope and sequence plan<br>3. (6-12) upkeep of hardware and infrastructure.<br>4. (6-12) payment for internet services<br>5. (6-12) payment for firewall and cache services | LALA has continued to acquire and maintain digital resources and infrastructure for the purposes of differentiation and technology-enriched instruction. Specifically:<br><br>1. (6-12) CAASPP interim assessments not currently in use 6-12. Will be implemented in 2019-20<br>2. (6-12) Technology scope and sequence adopted by curriculum council April 2019.<br>3. (6-12) Hardware maintained and repaired | **FY 2018-19**<br><br>Amount: $115,690<br><br>Source: LCFF All sources<br><br>Budget Reference:<br>• Educational Software (4320)<br>• Technology Services (5887) | **FY 2018-19**<br><br>Amount: $115,348<br><br>Source: LCFF All sources<br><br>Budget Reference:<br>• Educational Software (4320)<br>• Technology Services (5887) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 6. (MS) BrainPop licenses<br>7. (MS) Achieve3000<br>8. (HS) Cognitive Tutor<br>9. (6-12) StudySync<br>10. (HS) Acellus<br>11. (6-12) Math ALEKS | throughout the year. Infrastructure assessed by third party tech vendor.<br><br>4. (6-12) Internet services paid for in a timely manner<br><br>5. (6-12) Firewall has been paid and cache service is no longer a part of the infrastructure.<br><br>6. (MS) Brain Pop licenses provided for students 6-8.<br><br>7. (MS) Achieve3000 licenses provided or student 6-8.<br><br>8. (HS) Met through the use of the Carnegie program<br><br>9. (6-12) Study Sync in use 6-12 for ELA.<br><br>10. (HS) Accellus currently in use as accerlaration and remediation service.<br><br>11. (6-12) Math ALEKS use for supplemental the math program for intervention and enrichment. | | |

Action   **4**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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:<br><br>1. (6-12) NWEA MAP assessments<br>2. (6-12) Math ALEKS data<br>3. (6-12) Achieve3000 data<br>4. (6-12) CELDT/ELPAC | LALA operates a extensive student assessment program that produces data from multiple sources and at different points during the school year. They are as follows:<br><br>1. (6-12) NWEA Map assessments continue to be implemented with fidelity 3 times a year.<br>2. (6-12) Math data analyzed to supplement instruction in the classroom<br>3. (6-12) Achieve3000 data use to support instructional practices | **FY 2018-19**<br><br>Amount: $27,776<br><br>Source: LCFF<br><br>Budget Reference:<br>• Non capitalized equipment (4400)<br>• Student Assessment (5878)<br>• Student Information System (5881) | **FY 2018-19**<br><br>Amount: $21,385<br><br>Source: LCFF<br><br>Budget Reference:<br>• Non capitalized equipment (440()<br>• Student Assessment (5878)<br>• Student Information System (5881) |

| | | | |
|---|---|---|---|
| data<br>5. (6-12) CAASPP summative and interim assessment data<br>6. (HS) student digital portfolios | in the classroom.<br>4. (6-12) ELPAC data used to support English Learners in Core subjects and ELD classes<br>5. (6-12) Grade level and school wide analysis of CAASPP scores used to drive the instructional practices at the school and meet student academic needs.<br>6. (HS) Students create and maintain a digital portfolio of work. | | |

Action **5**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ 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 | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
| Scope of Services | ☐ LEA-wide | ☐ Schoolwide **OR** | ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br><br>1. (6-12) paying certificated employees' salaries<br>2. (6-12) paying classified employees' salaries<br>3. (6-12) providing eligible employees' their contracted benefits<br>4. (6-12) continue collective bargaining of competitive teacher contracts<br>5. (6-12) adding campus security aides to staff | LALA employs and retains qualified and effective staff and faculty by:<br><br>1. LALA offers competitive pay for certificated employees. Pay equal, or better, than that of LAUSD.<br>2. (6-12) LALA offers classified employees competitive salaries<br>3. (6-12) LALA provides eligible employees health and retirement benefits, including partially subsidizing benefits for their dependents and spouses.<br>4. (6-12) 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.<br>5. (6-12) Campus security aides were not an addition to the staff during the 2018-19 school year. | **FY 2018-19**<br><br>Amount $4,451,606<br><br>Source LCFF,EPA -1400, Special Education -3310,6500 Include all restricted resources<br><br>Budget Reference<br>• Certificated salaries (1000)<br>• Classified salaries (2000)<br>• Employee benefits (3000)<br>• Special Education Contract Instructors (5869)<br>• Staff Recruiting (5875)<br>• Substitute salary (5884) | **FY 2018-19**<br><br>Amount $4,192,101<br><br>Source LCFF,EPA -1400, Special Education -3310,6500 Include all restricted resources<br><br>Budget Reference<br>• Certificated salaries (1000)<br>• Classified salaries (2000)<br>• Employee benefits (3000)<br>• Special Education Contract Instructors (5869)<br>• Staff Recruiting (5875)<br>• Substitute salary (5884) |

Action    **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|---|---|
| Students to be Served | ☐ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ 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 | ☒ English Learners  ☒ Foster Youth  ☒ Low Income |
| Scope of Services | ☒ LEA-wide Group(s)  ☐ Schoolwide  **OR**  ☐ Limited to Unduplicated Student |
| Location(s) | ☒ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br><br>1. (6-12) securing intervention and enrichment as necessary<br>2. (6-12) providing college and career support<br>3. (6-12) college field trips<br>4. (MS) implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college presentations)<br>5. (HS) ACT/SAT prep, including compulsory PSAT and PLAN<br>6. (6-12) providing college and career counseling, workshops, fairs and outreach<br>7. (HS) mandatory college application<br>8. (6-12) matching qualified students with internships, when possible | LALA's implements a multi-tiered system of supports. As part of this system:<br><br>1. (6-12) Computer adaptive programs (in ELA and Math) provide supports for students during designated periods of the day. School provide intervention/enrichment focused periods throughout the school day at the HS.<br>2. (6-12) LALA provides college support through the use of a college center and a college counselor. The center provides a range of services to students related to college and their future careers, including test registration, campus visits, and application assistance. Students also receive dual enrollment supports.<br>3. (6-12) Students attend college tours as part of school sponsored events<br>4. (MS) 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, LALA has not implemented all the practices on a school-wide basis.<br>5. (HS) Students attend ACT/SAT prep sessions at the high school. | **FY 2018-19**<br><br>Amount: $12,319<br><br>Source: Scholarship donation resource 9003<br><br>Budget Reference: College Readiness Expense (5813) | **FY 2018-19**<br><br>Amount: $18,733<br><br>Source: Scholarship donation resource 9003<br><br>Budget Reference: College Readiness Expense (5813) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | Additionally, LALA provides high school students with standardized test preparation through Acellus. Students receive support through Saturday workshops provided through Elite.<br><br>6. (6-12) 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. College reps provide information sessions, UCLA send representatives to spport with UC application process. ELITE sends reps to support with UC application essays.<br>7. (HS) Students are required to fill out college applications to UCs, CSUs or Community College.<br>8. (6-12) Counselor supports in seeking out opportunities for students interested in possible internships | | |

# Analysis

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). 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. Though they remain to be completed, expectations to implement AVID strategies (item 4) continues 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. 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' $21^{st}$ 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, 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 most significant material difference between budgeted and estimated actual expenditures in this goal is for Action 1 and its focus

on the purchase of curriculum. LALA spent more than expected on curriculum, as the school purchased a new math program (6-12) to address the academic need in this core area. The expenses for Action 2 are far below the budgeted amount and consequently the school continues to research PD opportunities teacher training and support student growth. The expenses in item 4 are offset by the amount that surpasses the expected expenditures in Action 6. Student activities exceeded the expected budgeted amount for the year.

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 minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes.

<table>
<tr><td>**Goal 2**</td><td>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</td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

STATE  ☒ 1  ☐ 2  ☒ 3  ☐ 4  ☒ 5  ☒ 6  ☐ 7  ☐ 8

COE  ☐ 9  ☐ 10

LOCAL _____

Identified Need

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.

| | | | |
|---|---|---|---|
| ADA | 95% | **Met:** ADA | 95.7% |
| Suspension rate | < 1% | **Not Met:** Suspension rate | 5.8% |
| Expulsion rate | 0% | **Met:** Expulsion rate | 0% |
| Health Department inspections | >89 | **Met:** Health Department inspections | >89 |
| Fire Department inspections | Pass | **Met:** Fire Department inspections | Pass |
| Passing score on site inspections | 95% | **Met:** Passing score on site inspections | >95% |

| | | | |
|---|---|---|---|
| LALA is safe: Parent and student surveys | 95% | **Not Met:** LALA is safe: Parent and student surveys | 89% |
| LALA supports ealth and well-being: Parent and student surveys | 95% | LALA supports health and well-being: Parent and student surveys | 91% |
| LALA supports socio-emotional needs: Parent and student surveys | 95% | LALA supports socio-emotional needs: Parent and student surveys | 85% |
| LALA supports VAPA needs: Parent and student surveys | 95% | LALA supports VAPA needs: Parent and student surveys | 92% |
| LALA supports needs: Parent and student surveys | 95% | LALA supports needs: Parent and student surveys | 85% |
| LALA supports social justice: Parent and student surveys | 95% | LALA supports social justice: Parent and student surveys | 93% |

Action     **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| [Students to be Served](#) | ☒ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____ |
|---|---|
| [Location(s)](#) | ☒ 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](#) | ☐ English Learners      ☐ Foster Youth      ☐ Low Income |
|---|---|
| [Scope of Services](#) | ☐ LEA-wide      ☐ Schoolwide      **OR**      ☐ Limited to Unduplicated Student Group(s) |
| [Location(s)](#) | ☐ All schools      ☐ Specific Schools:_____      ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br><br>1. (6-12) leasing the school's campuses<br>2. (6-12) evaluating the school's comprehensive safety plan<br>3. (6-12) conducting monthly safety drills<br>4. (6-12) conducting regular walk-throughs and site inspections<br>5. (6-12) refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc.)<br>6. (6-12) convening a committee focused on improving student play spaces, particularly at the middle school | LALA has implemented structures and processes to ensure the school's physical grounds are safe and conducive to learning.<br><br>1. (6-12) 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.<br>2. (6-12) Site assistant principals continue in their responsibility for the school's safety plan. The plan was updated for the 2018-2019 school year and is currently in use.<br>3. (6-12) LALA site assistant principals conduct regular coordinate and implement monthly safety drills.<br>4. (6-12) Site assistant principals created a monthly schedule of drills that alternates between fire, earthquake, and lockdown drills.<br>5. (6-12) Site assistant principals designate staff to report issues and concerns to be addressed based on their regular checks of campus premises.<br>6. (6-12) Site principals have arranged for their designated staff to convene as a committee. | **FY 2018-19**<br><br>Amount — $649,840<br><br>Source — LCFF All resources<br><br>Budget Reference<br>• Custodial Supplies (4315)<br>• Classroom Furniture, Equipment & Supplies (4410)<br>• Insurance (5400)<br>• Rent (5610)<br>• Repairs and Maintenance – Building (5615) | **FY 2018-19**<br><br>Amount — $603,650<br><br>Source — LCFF All resources<br><br>Budget Reference<br>• Custodial Supplies (4315)<br>• Classroom Furniture, Equipment & Supplies (4410)<br>• Insurance (5400)<br>• Rent (5610)<br>• Repairs and Maintenance – Building (5615) |

**Action** **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | ☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____ | |
| Location(s) | ☐ 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 | ☒ English Learners     ☒ Foster Youth     ☒ Low Income | |
| Scope of Services | ☒ LEA-wide Group(s)     ☐ Schoolwide     **OR**     ☐ Limited to Unduplicated Student | |
| Location(s) | ☒ All schools     ☐ Specific Schools:_____     ☐ Specific Grade spans:_____ | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 | 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). 1. (6-12) 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. (6-12) LALA conducts annual stakeholder surveys of teachers, students and families | **FY 2018-19** <br><br> Amount   $10,922 <br><br> Source   LCFF All resources <br><br> Budget Reference <br> • Uniforms (4350) <br> • Family Outreach (5807) | **FY 2018-19** <br><br> Amount   $10,430 <br><br> Source   LCFF All resources <br><br> Budget Reference <br> • Uniforms (4350) <br> • Family Outreach (5807) |

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)

early in the second semester.
3. (6-12) 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.
4. (6-12) All LALA new students receive a 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.
5. (6-12) LALA has partnered with community organizations and service providers like VIP Community Health Center to assist students and families with meeting their needs. Other organizations that support are the Girls Club and GRYD (Gang Reduction and Youth Development)
6. (6-12) 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 updated their

website and to centralize information. LALA has also added a link to a survey in which parents can provide feedback all year long. This is in addition to all of the stakeholder meetings throughout the year.

Action    **3**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br><br>1. (6-12) a program of PBIS rewards and recognitions for meeting expectations<br>2. (6-12) expanding the number of alternatives to suspension available<br>3. (6-12) a program of school events and activities promoting school culture through the school's mandala and expectations<br>4. (6-12) activities of the student leadership group<br>5. (6-12) activities (like standards-aligned field trips) that build enthusiasm for learning | LALA has implemented a school-wide tiered PBIS system focused on both preventing problematic behaviors while encouraging positive ones. Specifically:<br><br>1. (6-12) LALA has maintained a schedule of field trips and on-site activities used to reward and recognize appropriate/good student behavior.<br>2. (6-12) LALA uses a number of alternatives to suspension to protect the amount of instructional time students miss as a result of discipline problems.<br>3. (6-12) 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.<br>4. (6-12) Students participate in student leadership led activities in order to promote positive behavior and expectations. (Green vs. Gold, Say Something Week, Red Ribbon week)<br>5. (6-12) Students participate in | **FY 2018-19**<br><br>Amount | $64,442<br><br>Source | LCFF, Donation<br><br>Budget Reference | Student Activities (5877) | **FY 2018-19**<br><br>Amount | $75,025<br><br>Source | LCFF, Donation<br><br>Budget Reference | Student Activities (5877) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | standards base field trips that promote student interest and enthusiasm in learning. This include PBL and interdisciplinary assignments. | | |

Action    **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served    ☐ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____

Location(s)    ☐ 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    ☒ English Learners      ☒ Foster Youth      ☒ Low Income

Scope of Services    ☒ LEA-wide Group(s)      ☐ Schoolwide      **OR**      ☐ Limited to Unduplicated Student

Location(s)    ☒ All schools      ☐ Specific Schools:_____      ☐ Specific Grade spans:_____

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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 | LALA has established a multi-tiered system of supports (MTSS) to help address the holistic needs of our students.<br><br>1. (6-12) LALA has established a sports program, anchored by its high school CIF athletic teams.<br>2. (6-12) LALA has partnered with | **FY 2018-19**<br><br>Amount  $163,800<br><br>Source  ASES 6100<br><br>Budget Referen  ASES (4352) | **FY 2018-19**<br><br>Amount  $163,800<br><br>Source  ASES 6100<br><br>Budget Referen  ASES (4352) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| on principles from the ASCD's WSCC approach. This will include (but not be limited to):<br><br>1. (6-12) maintaining an interscholastic athletics program<br>2. (6-12) providing an after-school youth program<br>3. (6-12) parent workshops by Barrio Action and other providers<br>4. (MS) sex health education by Reality Check<br>5. (6-12) supporting student attendance at youth development programs and conferences<br>6. (6-12) participation in MOSTE program<br>7. (6-12) increased non-athletic extracurricular activities and programing in the arts<br>8. (6-12) supporting student access to healthcare services (e.g. referrals to providers) | After School All Stars and the Youth Policy Institute to operate after school youth programs, with the first operating at the middle school and the latter at the high school.<br><br>3. (6-12) LALA began a partnership with variety of community providers offer parenting classes and workshops to the school's families implementation of the program.<br>4. (6-12) LALA has partnered with Reality Check, a sexual and relational health education program, to provide state mandated instruction.<br>5. (6-12) Though LALA has not participated in the Adelante Youth Programs this year, but plans to provided similar opportunities like attendance at the Los Angeles Superior Court's Young Men's Leadership Conference and events sponsored by Barrio Action.<br>6. (6-12) LALA continues its partnership with MOSTe, with the program maintaining a presence on both the school's middle and high school sites.<br>7. (6-12) LALA has continued its program of social justice teach- | ce | ce |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | ins for the middle school grades. Teach-ins are planned throughout the academic school year and address issues of access to education, hunger, and love for community, self and others.<br>8. LALA continues to refer students and families to community resources for supports. | | |

Action    **5**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **FY 2018-19**<br><br>Provide a healthy and nutritious breakfast and lunch | LALA provides a healthy and nutritious breakfast and lunch to all students through its food vendor, Better 4 You Meals. | **FY 2018-19**<br><br>Amount   $426,702 | **FY 2018-19**<br><br>Amount   $426,702 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| to all students. This will include (but not be limited to):<br><br>1. (6-12) surveying students regarding food preferences<br>2. (6-12) convening a committee that includes student voice and explores different food vendor options<br>3. (6-12) survey stakeholder satisfaction with food in following LCAP input processes | 1. (6-12) 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.<br><br>2. (6-12) LALA is currently under contract with Better 4 You meals and is not in the process of looking for a new vendor.<br><br>3. (6-12) Students are surveyed on a monthly basis (see item 1). Additional stakeholders were not surveyed for satisfaction with the food | Source — Nutrition program 5310<br><br>Budget Reference — Student Food Services (4710) | Source — Nutrition program 5310<br><br>Budget Reference — Student Food Services (4710) |

Action     6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] _____ |

| Location(s) | ☒ 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 | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide Group(s) | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student |

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| **FY 2018-19**<br><br>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):<br><br>1. (MS) continuing activism teach-in program<br>2. (HS) continuing Chavez Day of service<br>3. (HS) social justice-themed courses such as Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership | 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:<br><br>1. (MS) LALA has continued its program of social justice teach-ins for the middle school grades. Teach-ins are planned for 3 times during the academic school year.<br>2. (HS) LALA continues to dedicate a school day for high school students to engage in service and community volunteerism in honor of Cesar Chavez.<br>3. (HS) LALA continues to offer a number of social justice-themed course offerings at the high school. A review of the high school master schedule shows students enrolled in | **FY 2018-19**<br><br>Amount — Amount included in Goal 1, Action 6, Goal 2, Action 2<br><br>Source — LCFF All Resources<br><br>Budget Reference —<br>• College Readiness Expense (5813)<br>• Family Outreach (5807) | **FY 2018-19**<br><br>Amount — Amount included in Goal 1, Action 6, Goal 2, Action 2<br><br>Source — LCFF All Resources<br><br>Budget Reference —<br>• College Readiness Expense (5813)<br>• Family Outreach (5807) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 4. (6-12) establishing of a social justice Civic Fair<br><br>5. (HS) use of social-justice themed writing benchmarks<br><br>6. (HS) piloting a "legacy project" for seniors where for students create a project as a contribution to their community<br><br>7. (6-12) participation in We Day program | sections of Cultural Diversity/Gender in Literature and Film, Introduction to Social Activism, Farming for Social Justice, Chicano Studies, and Student Leadership.<br><br>4. (6-12) LALAs implementation of the social justice Civic Fair was reflected through social justice showcase during Open House. Seniors write "My LALA, My Life", an Auto-ethnographic Research, as their capstone project and present it a s testimony along with an art component at the Senior Showcase.<br><br>5. (HS) The high school continues to hold regular writing benchmarks anchored in social justice issues and concerns throughout the school year.<br><br>6. (HS) 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.<br><br>7. (6-12) 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 | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | homeless, pennies for patients, and a blood drive. | | |

# Analysis

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. LALA has also carried out the plans laid out by Actions 1, 4, and 6. 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 almost fully implemented the tasks related to Action 6, concerning the school's social justice curriculum and program, as well.

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. Funds were expended in order to continue to reinforce a positive culture at the school. As for Action 1, the expenditures are below the originally estimated amount. We can attribute this to the continuous maintenance of the facilities by the landlord and the accurate ordering of supplies and furniture.

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 minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

| # 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 _____

Identified Need

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 | | | Actual | |
|---|---|---|---|---|
| EL score on CAASPP ELA | 19% | | **Not Met**: EL score on 2018 CAASPP ELA | 4.23% |
| Low income score on CAASPP ELA | 55% | | **Not Met:** Low income score on 2018 CAASPP ELA | 22.6% |
| SPED score on CAASPP ELA | 20% | | **Not Met:** SPED score on 2018 CAASPP ELA | 5.71% |
| Latino score on CAASPP ELA | 55% | | **Not Met:** Latino score on 2018 CAASPP ELA | 22.83% |
| Asian score on CAASPP ELA | 80% | | **Not Met:** Asian score on 2018 CAASPP ELA | 58.33% |
| EL NWEA met growth projection: Reading | 59% | | **Not Met:** EL NWEA met growth projection: Reading | 48% |
| Low income NWEA met growth projection: Reading | 67% | | **Not Met:** Low income NWEA met growth projection: Reading | 40% |
| SPED NWEA met growth projection: Reading | 68% | | **Not Met:** SPED NWEA met growth projection: Reading | 35% |
| Latino NWEA met growth projection: Reading | 69% | | **Not Met:** Latino NWEA met growth projection: Reading | 43% |
| Asian NWEA met growth projection: Reading | 73% | | **Not Met:** Asian NWEA met growth projection: Reading | 36% |
| EL NWEA met growth projection: Language | 69% | | **Not Met:** EL NWEA met growth projection: Language | 56% |
| Low income NWEA met growth projection: Language | 69% | | **Not Met:** Low income NWEA met growth projection: Language | 46% |
| SPED NWEA met growth projection: Language | 70% | | **Not Met:** SPED NWEA met growth projection: Language | 29% |
| Latino NWEA met growth projection: Language | 48% | | **Not Met:** Latino NWEA met growth projection: Language | 47% |
| Asian NWEA met growth projection: Language | 65% | | **Not Met:** Asian NWEA met growth projection: Language | 57% |
| EL reclassification rate | 18% | | **Not Met:** EL reclassification rate | 1.9% |
| EL score on CAASPP Math | 19% | | **Not Met:** EL score on 2018 CAASPP Math | 4.23% |
| Low income score on CAASPP Math | 27% | | | |

|  | Expected |  | Actual |  |
|---|---|---|---|---|
|  | SPED score on CAASPP Math | 17% | **Not Met:** Low income score on 2018 CAASPP Math | 12.18% |
|  | Latino score on CAASPP Math | 23% | **Not Met:** SPED score on 2018 CAASPP Math | 5.88% |
|  | Asian score on CAASPP Math | 80% | **Not Met:** Latino score on 2018 CAASPP Math | 10.47% |
|  | EL NWEA met growth projection: Math | 64% | **Not Met:** Asian score on 2018 CAASPP Math | 58.34% |
|  | Low income NWEA met growth projection: Math | 67% | **Not Met:** EL NWEA met growth projection: Math | 35% |
|  | SPED NWEA met growth projection: Math | 61% | **Not Met:** Low income NWEA met growth projection: Math | 50% |
|  | Latino NWEA met growth projection: Math | 66% | **Met:** SPED NWEA met growth projection: Math | 72% |
|  | Asian NWEA met growth projection: Math | 71% | **Not Met:** Latino NWEA met growth projection: Math | 44% |
|  |  |  | **Not Met:** Asian NWEA met growth projection: Math | 62% |

*2018 Summative CAASPP and NWEA scores

Action    **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____ |
|---|---|
| Location(s) | ☐ 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 | ☒ English Learners      ☒ Foster Youth      ☒ Low Income |
|---|---|
| Scope of Services | ☒ LEA-wide Group(s)      ☐ Schoolwide      **OR**      ☐ Limited to Unduplicated Student |

| | Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS teams. This will include (but not be limited to):<br>1. (6-12) individual conferences with students advisors<br>2. (6-12) monitoring by the designee<br>3. (6-12) examining available subgroup data from digital programs<br>4. (6-12) creation of portfolios that track EL students' progress toward reclassification against set criteria | 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.<br>1. (6-12) LALA dedicates time during the regular daily schedule for students to hold conferences with their advisors and receive updates on their progress.<br>2. (6-12) LALA monitors the progress of students and coordinates efforts to address their needs.<br>3. (6-12) LALA admin manages data from various intervention programs and coordinates their dissemination to the teachers, parents and other stakeholders. (e.g. during professional development sessions or public forums like regular meetings of the school's Board of Directors).<br>4. (6-12) The school using a EL tracking sheet to monitor EL reclassification criteria. | **FY 2018-19**<br><br>Amount — Amount included in Goal 1, Action 4<br><br>Source — LCFF<br><br>Budget Reference — • Student Assessment (5878)<br>• Student Information System (5881) | **FY 2018-19**<br><br>Amount — Amount included in Goal 1, Action 4<br><br>Source — LCFF<br><br>Budget Reference — • Student Assessment (5878)<br>• Student Information System (5881) |

Action    **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |

| | Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

<div align="center"><strong style="color:purple">OR</strong></div>

| | | | | |
|---|---|---|---|---|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | | |
| Students to be Served | ☒ English Learners | ☐ Foster Youth | ☐ Low Income | |
| Scope of Services | ☒ LEA-wide Group(s) | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student |
| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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):<br>1. (HS) Rosetta Stone<br>2. (HS) Cognitive Tutor<br>3. (6-12) Math ALEKS (New Math curriculum ELD component)<br>4. (MS) Achieve3000.<br>5. (6-12) StudySync ELD | 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:<br><br>1. (HS) High school EL students continue to use Rosetta Stone as supplementary curriculum to support literacy development as part of their designated ELD course.<br>2. (HS) 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.<br>3. (6-12) All LALA students use the computer adaptive math program Math ALEKS for intervention and enrichment | **FY 2018-19**<br><br>Amount — Amount included in Goal 1, Actions 3 and 5<br><br>Source — LCFF<br><br>Budget Reference —<br>• Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>• Educational Software (4320) | **FY 2018-19**<br><br>Amount — Amount included in Goal 1, Actions 3 and 5<br><br>Source — LCFF<br><br>Budget Reference —<br>• Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>• Educational Software (4320) |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | purposes. In using the program, students receive personalized learning experiences tailored to their needs.<br>4. (HS) 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.<br>5. (6-12) 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. | | |

Action     **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
|---|---|
| Location(s) | ☐ 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 | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |
|---|---|---|---|---|

| | Scope of Services | ☒ LEA-wide Group(s) | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student |
|---|---|---|---|---|---|

| | Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |
|---|---|---|---|---|

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1. Provide intervention, designated ELD, and similar support classes during the school day. | 1. 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. | **FY 2018-19**<br><br>Amount: Amount included in Goal 1, Actions 1, 3, and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>• Instructional Materials (4325)<br>• Professional Development (5863) | **FY 2018-19**<br><br>Amount: Amount included in Goal 1, Actions 1, 3, and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>• Instructional Materials (4325)<br>• Professional Development (5863) |

Action    **4**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|

| | Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Location(s) | ☐ 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 | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |
| Scope of Services | ☒ LEA-wide Group(s) | ☐ Schoolwide **OR** | ☐ Limited to Unduplicated Student |
| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):<br><br>1. (6-12) training instructional aides to support students from special subpopulations<br>2. (6-12) hosting ELPAC and reclassification workshops for parents and stakeholders | LALA has employed a number paraprofessionals and instructional aides for the 2018-2019 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:<br><br>1. (6-12) The leadership team arranged for and provided training to support staff on how to better service the school's special subpopulations<br>2. (6-12) LALA has addressed the topics ELD, reclassification, and EL assessments through Coffee with the Principal as well as various events and the school's English Learners' Advisory Committee (ELAC). | **FY 2018-19**<br><br>Amount — Amount include in Goal 1 Action 5<br><br>Source — LCFF<br><br>Budget Reference — Instructional Aide (2100) | **FY 2018-19**<br><br>Amount — Amount include in Goal 1 Action 5<br><br>Source — LCFF<br><br>Budget Reference — Instructional Aide (2100) |

Action **5**

## For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|---|---|
| Students to be Served | ☐ All    ☒ Students with Disabilities    ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ 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 | ☐ English Learners    ☐ Foster Youth    ☐ Low Income |
| Scope of Services | ☐ LEA-wide    ☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures \ |
|---|---|---|---|
| Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):<br><br>1. (6-12) conduct of Modified Consent Decree meetings<br>2. (6-12) PD for teachers on IEPs and servicing SPED students | 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:<br><br>1. (6-12) The Chief Operations Officer has conducted Modified Consent Decree meetings to ensure the right of students with disabilities to a free appropriate public education.<br>2. (6-12) The Chief Operations Officer delivered a PD centered on IEPs and meeting the needs of students with disabilities. The Special Education Department has provided support to individual teachers as needed during the course of the year. | **FY 2018-19**<br><br>Amount: Amount included in Goal 1, Actions 2 and 5<br><br>Source: Special Education 6500<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Professional Development (5863) | **FY 2018-19**<br><br>Amount: Amount included in Goal 1, Actions 2 and 5<br><br>Source: Special Education 6500<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Professional Development (5863) |

# 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.

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.

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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

## 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 _____

**Identified Need**

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.

## Annual Measurable Outcomes

Expected                                    Actual

|  | Expected |  | Actual |  |
|---|---|---|---|---|

|  |  |
|---|---|
| **Expected** | **Actual** |

| Metrics/Indicators | FY 2018-2019 |
|---|---|
| At or above grade norm level RIT: NWEA Language | 43% |
| Met growth target: NWEA Language | 66% |
| At or above grade norm level RIT: NWEA Reading | 45% |
| Met growth target: NWEA Reading | 68% |
| Projected to meet or exceed ELA CAASPP | 26% |

| | |
|---|---|
| **Not Met:** At or above grade norm level RIT: NWEA Language | 19% |
| **Not Met:** Met growth target: NWEA Language | 52% |
| **Not Met:** At or above grade norm level RIT: NWEA Reading | 22% |
| **Not Met:** Met growth target: NWEA Reading | 63% |
| **Met:** Projected to meet or exceed ELA CAASP | 33.4% |

*Score results for 2018-19 winter NWEA assessment.

Action   **1**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|

| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
|---|---|
| Location(s) | ☒ 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 | ☐ English Learners ☐ Foster Youth ☐ Low Income |
|---|---|
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| (6-12) Continue to provide academic ELA support through lab/intervention/universal access periods | 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. | **FY 2018-19**<br><br>Amount: Amount included in Goal 1, Actions 4 and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Instructional Aide (2100)<br>• Instructional Materials (4325) | **FY 2018-19**<br><br>Amount: Amount included in Goal 1, Actions 4 and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Instructional Aide (2100)<br>• Instructional Materials (4325) |

Action  **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ 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 | ☐ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Ensure LALA's PD Program and PLCs address the improvement of general literacy instruction and use of the school's ELA curricula, in particular. | 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, and through internal experts such as the department chairs. | **2018-19**<br><br>Amount — Amount included in Goal 1, Action 2<br><br>Source — LCFF All resources<br><br>Budget Reference — Professional Development ( 5863) | **2018-19**<br><br>Amount — Amount included in Goal 1, Action 2<br><br>Source — LCFF All resources<br><br>Budget Reference — Professional Development ( 5863) |

Action    **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served    ☒ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____

Location(s)    ☒ 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    ☐ English Learners      ☐ Foster Youth      ☐ Low Income

Scope of Services    ☐ LEA-wide Group(s)      ☐ Schoolwide      **OR**      ☐ Limited to Unduplicated Student

Location(s)    ☐ All schools      ☐ Specific Schools:_____      ☐ Specific Grade spans:_____

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| (6-12) Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments | 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. There is a plan to implement school wide for 2019-20. | **2018-19**<br><br>Amount: Amount included in Goal 1, Action 4<br><br>Source: LCFF<br><br>Budget Reference: • Educational Software (4320) • Student Assessment (5878) | **2018-19**<br><br>Amount: Amount included in Goal 1, Action 4<br><br>Source: LCFF<br><br>Budget Reference: • Educational Software (4320) • Student Assessment (5878) |

Action        **4**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☒ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ 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 | ☐ English Learners        ☐ Foster Youth        ☐ Low Income |
| Scope of Services | ☐ LEA-wide Group(s)        ☐ Schoolwide        **OR**        ☐ Limited to Unduplicated Student |
| Location(s) | ☐ All schools        ☐ Specific Schools:_____        ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Conduct a program of events and activities promoting literacy. This will include (but not be limited to):<br><br>1. Recognizing reading and language performances and growth on significant assessments<br>2. Competitions based on literacy activities | Literacy is an continued area of academic focus for LALA:<br><br>1. Administrators and teachers analyze internal benchmark data and summative assessments to drive and adapt instructional practices. Information is disseminated through department and PD meetings.<br>2. Competitions based on literacy focused around poetry and speech. (Film, Poetry competition, Beverly Hill Literary Society Essay Competition, Poetry Out Loud, LAMDL, "My LALA, My Life") | **2018-19**<br><br>Amount — Amount included in Goal 2, Action 3<br><br>Source — LCFF<br><br>Budget Reference — Student Activities (5877) | **2018-19**<br><br>Amount — Amount included in Goal 2, Action 3<br><br>Source — LCFF<br><br>Budget Reference — Student Activities (5877) |

# 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.

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. Middle School continued using Achieve3000 across all grade levels and High School continued with the implementation of 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 curriculum and their ability to better utilize its materials during instruction. The 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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

## 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 _____

**Identified Need**

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 | | | Actual | |
|---|---|---|---|---|
| Metrics/Indicators | FY 2018-2019 | | **Not Met:** At or above grade norm level RIT: NWEA Math | 12% |
| At or above grade norm level RIT: NWEA Math | 36% | | **Not Met:** Met growth target: NWEA Math | 51% |
| Met growth target: NWEA Math | 67% | | **Not Met:** Projected to meet or exceed Math CAASPP | 11% |
| Projected to meet or exceed Math CAASPP | 20% | | *Score results from 2018-19 NWEA winter assessment. | |

## PLANNED ACTIONS / SERVICES

Action    **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**    ☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)] _____

| | Location(s) | ☒ 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 | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
| Scope of Services | ☐ LEA-wide | ☐ Schoolwide **OR** | ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| (6-12) Continue to provide academic math support through lab/intervention/universal access periods | (6-12) 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. | **2018-19**<br><br>Amount: Amount included in Goal 1, Actions 4 and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teacher s (1100)<br>• Educational Software (4320)<br>• Student Assessment (5878) | **2018-19**<br><br>Amount: Amount included in Goal 1, Actions 4 and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teacher s (1100)<br>• Educational Software (4320)<br>• Student Assessment (5878) |

Action **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | ☒ All ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

**OR**

| Planned<br><br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| (6-12) Continue use of Math ALEKS for math intervention | (6-12) For all grades, LALA uses the computer adaptive program Math ALEKS to provide students with personalized math intervention or enrichment as appropriate. | **2018-19**<br><br>Amount: Amount included in Goal 1, Actions 4 and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Educational Software (4320) | **2018-19**<br><br>Amount: Amount included in Goal 1, Actions 4 and 5<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Educational Software (4320) |

Action     **3**

| | Location(s) | ☒ 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 | ☐ English Learners | ☐ Foster Youth | ☐ Low Income | |
| Scope of Services | ☐ LEA-wide | ☐ Schoolwide **OR** | | ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| (6-12) 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. | (6-12) 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. | **2018-19**<br><br>Amount: Amount included in Goal 1 Action 2<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Professional Development (5863) | **2018-19**<br><br>Amount: Amount included in Goal 1 Action 2<br><br>Source: LCFF<br><br>Budget Reference:<br>• Certificated teachers (1100)<br>• Professional Development (5863) |

Action **4**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)]_____ |
|---|---|---|---|
| Location(s) | ☒ 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 | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |
| Scope of Services | ☐ LEA-wide | ☐ Schoolwide    **OR** | ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Conduct a program of events and activities promoting math. This will include (but not be limited to): <br> 1. Recognizing math performances and growth on significant assessments <br> 2. Competitions based on math skills and thinking | 1. Students recognized for their accomplishments on CAASPP during a ceremony. <br> 2. Students participated in a regional math competition for middle school students in Irvine, Ca. Students also participated in weekly math challenges posted around the school. HS students also participated in "Games for Change" ( computer based competition) | **2018-19** <br><br> Amount — Amount included in Goal 2 Action 3 <br><br> Source — LCFF <br><br> Budget Reference — Student Activities (5877) | **2018-19** <br><br> Amount — Amount included in Goal 2 Action 3 <br><br> Source — LCFF <br><br> Budget Reference — Student Activities (5877) |

# 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.

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. LALA arranged for its 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 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.

As a result of this analysis, LALA has made minimal changes to the goal for the upcoming year. The goals remain largely the same with the exception of the increased expected outcomes based on the rubric and metrics.

# Stakeholder Engagement

## 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, ELPAC, 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 opportunity to provide 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, contextualizing 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 2019-2020 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.

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. Stakeholder concerns about campus have resulted in the continued focus of item 5, which calls for improvements in the identification and reporting of maintenance issues, to Action 1 of the goal. Stakeholder desire to continue 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). In response to stakeholders' interests in better meeting the needs of the student as a whole child, LALA will continue to implement the changes made in last years LCAP.

Though stakeholder consultations affected the final shape of the 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 will continue to focus on the item calling for the creation of "reclassification processes" in 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 and math skills.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

☐ New          ☐ Modified          ☒ Unchanged

# 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 _____**Identified Need:**

[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

| 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% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **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% |

# Planned Actions / Services

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

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|

**Students to be Served:**

☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____

**Location(s):**

☒ 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:**

☐ English Learners    ☐ Foster Youth
☐ Low Income

**Scope of Services:**

☐ LEA-wide    ☐ Schoolwide    OR
☐ Limited to Unduplicated Student Group(s)

**Location(s):**

☐ All schools    ☐ Specific Schools:_____

☐ Specific Grade spans:_____

## Actions/Services

| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged |
|---|---|---|
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| 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): | 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): | 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): |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 1. (HS) conversion of Algebra 2 course into Integrated Math 3<br>2. (HS) offering AP Environmental Science<br>3. (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and materials<br>4. (HS) offering college credit psychology and law courses through Mission College (no cost)<br>5. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.)<br>6. (MS) continued implementation of MathLinks<br>7. (HS) continued implementation of Carnegie<br>8. (HS) the use of Acellus for student acceleration/remediation<br>9. (6-12) continued implementation of ELA Study Sync curriculum | 1. (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and materials<br>**2.** (HS) offering college credit psychology and law courses through Mission College (no cost)<br>3. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.)<br>4. (MS) continued implementation of MathLinks<br>5. (HS) continued implementation of Carnegie<br>6. (HS) use of Acellus for student acceleration/remediation<br>7. (6-12) continued implementation of ELA Study Sync curriculum<br>8. (HS) evaluation of Acellus and alternative programs.<br>9. (6-12) evaluation of intervention programs' effectiveness<br>10. (6-12) ensuring alignment of course content and titles of science classes to NGSS<br>11. (6-12) developing a calendar of expected significant student PBL projects by grade and content area | **1.** (HS) offering college credit for classes through local community college (no cost)<br>2. (6-12) maintaining class sizes of 28 students or less (with the exception of P.E. and dual enrollment classes)<br>3. (6-12) continued implementation of new Math Curriculum and ELA Study Sync curriculum<br>4. (HS) use of Acellus for student acceleration/remediation<br>5. (6-12) evaluation of Acellus, alternative, and intervention programs' effectiveness<br>6. (6-12) ensuring alignment of course content and titles of science classes to NGSS<br>7. (6-12) developing a calendar of expected significant student PBL project timelines and due dates by grade and content area |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $51,143 | $48,213 | $71,044 |
| Source | LCFF All sources | LCFF All sources | LCFF All sources |
| Budget Reference | • Approved Textbooks & Core Curricula Materials (4100)<br>• Books & Other Reference Materials (4200)<br>• Instructional Materials & Supplies (4325) | • Approved Textbooks & Core Curricula Materials (4100)<br>• Books & Other Reference Materials (4200)<br>• Instructional Materials & Supplies (4325) | • Approved Textbooks & Core Curricula Materials (4100)<br>• Books & Other Reference Materials (4200)<br>Instructional Materials & Supplies (4325) |

# Action    2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____

☒ 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:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **English Learners**     ☐ **Foster Youth**
☐ **Low Income**

☐ **LEA-wide**     ☐ **Schoolwide     OR**
☐ **Limited to Unduplicated Student Group(**

☐ **All schools**     ☐ **Specific Schools:_____**     ☐ **Specific Grade spans:_____**

**Actions/Services**

| | | |
|---|---|---|
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br><br>1. (6-12) Google Educator, Level 1 training<br>2. (6-12) PD on HSS framework<br>3. (6-12) PD on NGSS framework<br>4. (6-12) PD on Common Core math<br><br>(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):<br><br>1. (6-12) Further implementation of principles of Professional Learning Communities (PLC)<br>2. (6-12) supporting Google Educator certifications for teachers (exam fees)<br>3. (6-12) supporting PLC's appropriately-aligned requests for PD and conference attendance<br>4. (6-12) developing a support program for new faculty specific to teaching at LALA (in addition to BTSA)<br>5. (6-12) training on mastery grading | 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):<br><br>1. (6-12) Implementation of principles of Professional Learning Communities (PLC)<br>2. (6-12) supporting Google Educator certifications and additional technology training platforms for teachers (exam fees)<br>3. (6-12) supporting PLC's -aligned requests for PD and conference attendance<br>4. (6-12) establish a support program for new faculty specific to teaching at LALA (in addition to BTSA)<br>5. (6-12) training on mastery grading and follow-up professional development<br>6. (6-12) PD on NGSS and implementation<br>7. (6-12) PD for new Math Curriculum |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $91,374 | $110,361 | $77,720 |
| Source | LCFF, Title II -4035 | LCFF, Title II -4035 | LCFF, Title II -4035 |
| Budget Reference | • Travel & Conferences (5200),<br>• Consultants –Instructional (5815)<br>• Professional Development (5863) | • Travel & Conferences (5200),<br>• Consultants –Instructional (5815)<br>• Professional Development (5863 | • Travel & Conferences (5200),<br>• Consultants –Instructional (5815)<br>Professional Development (5863 |

## Action       3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **English Learners**     ☐ **Foster Youth**
☐ **Low Income**

☐ **LEA-wide**     ☐ **Schoolwide**     OR
☐ **Limited to Unduplicated Stu**

☐ **All schools**     ☐ **Specific Schools:**_____     ☐ **Specific Grade spans:**_____

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br><br>1. (6-12) the use of CAASPP interim assessments<br>2. (6-12) the implementation of a technology skills scope and sequence plan<br>3. (6-12) the upkeep of hardware and infrastructure.<br>4. (HS) Cognitive Tutor (math) for integrated math 1-3<br>5. (MS) BrainPop licenses<br>6. (6-12) StudySync<br>7. (MS) Acellus<br>8. (HS) Achieve3000<br>9. (6-12) the purchase of hardware security/loss prevention measures<br>10. (HS) the use of Albert (www.albert.io) for AP and college test prep<br>11. (6-12) payment for internet services<br><br>(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):<br><br>1. (6-12) use of CAASPP interim assessments<br>2. (6-12) implementation of a technology skills scope and sequence plan<br>3. (6-12) upkeep of hardware and infrastructure.<br>4. (6-12) payment for internet services<br>5. (6-12) payment for firewall and cache services<br>6. (MS) BrainPop licenses<br>7. (MS) Achieve3000<br>8. (HS) Cognitive Tutor - Canagie<br>9. (6-12) StudySync<br>10. (HS) Acellus | 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):<br><br>1. (6-12) use of CAASPP interim assessments<br>2. (6-12) implementation of a technology skills scope and sequence plan<br>3. (6-12) upkeep of hardware, software, and infrastructure.<br>4. (6-12) payment for internet services<br>5. (6-12) payment for firewall and cache services<br>6. (MS) BrainPop licenses<br>7. (MS) Achieve3000<br>8. (6-12) StudySync<br>9. (HS) Acellus<br>10. (6-12) ALEKS |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $113,009 | $115,690 | $139,062 |
| Source | LCFF All sources | LCFF All sources | LCFF All sources |
| Budget Reference | • Educational Software (4320)<br>• Technology Services (5887) | • Educational Software (4320)<br>• Technology Services (5887) | • Educational Software (4320)<br>Technology Services (5887) |

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

☒ 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:**

☐ **English Learners**   ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

☐ **LEA-wide**   ☐ **Schoolwide**   OR
☐ **Limited to Unduplicated Stu**

**Location(s):**

☐ **All schools**   ☐ **Specific Schools:**_____   ☐ **Specific Grade spans:**_____

**Actions/Services**

| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged |
|---|---|---|

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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): <br><br> 1. (6-12) the administration of NWEA MAP assessments <br> 2. (6-12) the maintenance of a student information system <br> 3. (6-12) examination of ALEKS data <br> 4. (6-12) examination of Achieve3000 data <br> 5. (6-12) examination of CELDT data <br> 6. (6-12) examination of CAASPP summative and interim data <br> 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: <br><br> 1. (6-12) NWEA MAP assessments <br> 2. (6-12) Math ALEKS data <br> 3. (6-12) Achieve3000 data <br> 4. (6-12) CELDT/ELPAC data <br> 5. (6-12) CAASPP summative and interim assessment data <br> 6. (HS) student digital portfolios <br> 7. (HS) SAT score cohort comparisons | 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: <br><br> 1. (6-12) NWEA MAP assessments <br> 2. (6-12) Math ALEKS data <br> 3. (6-12) Achieve3000 data <br> 4. (6-12) ELPAC data <br> 5. (6-12) CAASPP summative and interim assessment data <br> 6. (HS) student digital portfolios <br> 7. (HS) SAT score cohort comparisons <br> 8. (6-12) Intervention Program (Suite 360) |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $27,000 | $27,776 | $21,732 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Non capitalized equipment (4400) <br> • Student Assessment (5878) <br> • Student Information System (5881) | • Non capitalized equipment (4400) <br> • Student Assessment (5878) <br> • Student Information System (5881) | • Non capitalized equipment (4400) <br> • Student Assessment (5878) <br> Student Information System (5881) |

## Action 5

**Students to be Served:**

☒ All  ☐ Students with Disabilities  ☐ [Specific Student Group(s)] _____

**Location(s):**

☒ All schools  ☐ Specific Schools:_____  ☐ Specific Grade spans:_____

**OR**

**Students to be Served:**

☐ **English Learners**  ☐ **Foster Youth**  ☐ **Low Income**

**Scope of Services:**

☐ **LEA-wide**  ☐ **Schoolwide**  OR  ☐ **Limited to Unduplicated Stu**

**Location(s):**

☐ **All schools**  ☐ **Specific Schools:**_____  ☐ **Specific Grade spans:**_____

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br><br>1. (6-12) paying certificated employees' salaries<br>2. (6-12) paying classified employees' | 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):<br><br>1. (6-12) paying certificated employees' salaries<br>2. (6-12) paying classified employees' | 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):<br><br>1. (6-12) paying certificated employees' salaries<br>2. (6-12) paying classified employees' |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| salaries<br>3. (6-12) providing eligible employees' their contracted benefits<br>4. (6-12) continue collective bargaining of competitive teacher contracts | salaries<br>3. (6-12) providing eligible employees' their contracted benefits<br>4. (6-12) continue collective bargaining of competitive teacher contracts<br>5. (6-12) adding campus security aides to staff | salaries<br>3. (6-12) providing eligible employees' their contracted benefits<br>4. (6-12) continue collective bargaining of competitive teacher contracts<br>5. Review/clarify the process for the criteria on continued education salary points/units. |

| **Budgeted Expenditures**Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $4,323,400 | $4,451,606 | $4,776,276 |
| Source | LCFF,EPA -1400, Special Education - 3310,6500 | LCFF,EPA -1400, Special Education - 3310,6500<br>Include all restricted sources | LCFF,EPA -1400, Special Education - 3310,6500<br>Include all restricted sources |
| Budget Reference | • Certificated salaries (1000)<br>• Classified salaries (2000)<br>• Employee benefits (3000)<br>• Special Education Contract Instructors (5869)<br>• Staff Recruiting (5875)<br>• Substitutes (5884) | • Certificated salaries (1000)<br>• Classified salaries (2000)<br>• Employee benefits (3000)<br>• Special Education Contract Instructors (5869)<br>• Staff Recruiting (5875)<br>• Substitutes (5884) | • Certificated salaries (1000)<br>• Classified salaries (2000)<br>• Employee benefits (3000)<br>• Special Education Contract Instructors (5869)<br>• Staff Recruiting (5875)<br>• Substitutes (5884) |

# Action    6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

☐ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____

**Location(s):**

☐ 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:**

☒ **English Learners**    ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

☒ **LEA-wide**    ☐ **Schoolwide**    OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

☒ **All schools**    ☐ **Specific Schools:**_____    ☐ **Specific Grade spans:**_____

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br><br>1. (6-12) securing intervention and enrichment as necessary<br>2. (HS) continuing academic support from college clerk<br>3. (6-12) college field trips | 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):<br><br>1. (6-12) securing intervention and enrichment as necessary<br>2. (6-12) providing college and career support<br>3. (6-12) college field trips<br>4. (MS) implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college | 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):<br><br>1. (6-12) securing intervention and enrichment as necessary<br>2. (6-12) providing college and career support<br>3. (6-12) college field trips<br>4. (MS) implementation of AVID strategies (e.g. Cornell notes, Socratic Seminars, college |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|

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

(6-12) use of Ripples Effects for behavior support

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

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
9. (HS) Implement Naviance

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $12,319 | $12,319 | $17,083 |
| Source | Scholarship donation resource 9003 | Scholarship donation resource 9003 | Scholarship donation resource 9003 |
| Budget Reference | College Readiness Expense (5813) | College Readiness Expense (5813) | College Readiness Expense (5813) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

☐ 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

## State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____Local Priorities

## Identified Need:

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

| 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% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **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% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **LALA supports social justice: Parent and student surveys** | 87.4% | 95% | 95% | 95% |

# Planned Actions / Services

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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☒ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**        ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**        ☐ **Schoolwide**        OR
☐ **Limited to Unduplicated Stu**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**        ☐ **Specific Schools:**_____        ☐ **Specific Grade spans:**_____

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br>1. (6-12) leasing the schools' campuses<br>2. (6-12) creating a safety committee that governs the comprehensive school safety plan<br>3. (6-12) implementation of "Crisis Manager" software<br>4. (6-12) conducting monthly safety drills<br>5. (6-12) conducting regular walk-throughs and site inspections<br><br>(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):<br>1. (6-12) leasing the school's campuses<br>2. (6-12) evaluating the school's comprehensive safety plan<br>3. (6-12) conducting monthly safety drills<br>4. (6-12) conducting regular walk-throughs and site inspections<br>5. (6-12) refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc)<br>6. (6-12) convening a committee focused on improving student play spaces, particularly at the middle school | 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):<br>1. (6-12) leasing the school's campuses<br>2. (6-12) evaluating the school's comprehensive safety plan<br>3. (6-12) conducting monthly safety drills<br>4. (6-12) conducting monthly walk-throughs and site inspections<br>5. (6-12) refining processes for reporting concerns with facilities (e.g. SchoolDude, comment boxes, etc)<br>6. (6-12) Survey of periodic campus needs, cleanliness. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $623,160 | $649,840 | $682,494 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Source | LCFF All resources | LCFF All resources | LCFF All resources |
| Budget Reference | • Custodial Supplies (4315)<br>• Classroom Furniture, Equipment & Supplies (4410)<br>• Insurance (5400)<br>• Rent (5610)<br>• Repairs and Maintenance – Building (5615) | • Custodial Supplies (4315)<br>• Classroom Furniture, Equipment & Supplies (4410)<br>• Insurance (5400)<br>• Rent (5610)<br>• Repairs and Maintenance – Building (5615) | • Custodial Supplies (4315)<br>• Classroom Furniture, Equipment & Supplies (4410)<br>• Insurance (5400)<br>• Rent (5610)<br>Repairs and Maintenance – Building (5615) |

# Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☒ **English Learners**    ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ **LEA-wide**    ☐ **Schoolwide**    OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☒ **All schools**    ☐ **Specific Schools:**_____    ☐ **Specific Grade spans:**_____

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| --- | --- | --- |
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| 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):<br><br>1. (6-12) the continued use of electronic communication systems (e.g. Parent Square, Facebook)<br>2. (6-12) an update of the LEA website<br>3. (6-12) conducting annual stakeholder surveys<br>4. (6-12) hosting regular monthly stakeholder meetings and forums (e.g. "Coffee with the Principal")<br>5. (6-12) assisting families in need with school uniforms<br>6. (6-12) providing college support services to families<br><br>(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):<br><br>1. (6-12) use of electronic communication systems (e.g. Parent Square, Facebook)<br>2. (6-12) conducting annual stakeholder surveys<br>3. (6-12) hosting regular stakeholder meetings and forums (e.g. "Coffee with the Principal")<br>4. (6-12) assisting families in need with school uniforms<br>5. (6-12) providing family services through community partners (e.g. VIP Services, Barrio Action)<br>6. (6-12) providing college support services to families<br>7. (6-12) increasing the ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website) | 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):<br><br>1. (6-12) use of electronic communication systems (e.g. Parent Square, Facebook)<br>2. (6-12) conducting annual stakeholder surveys<br>3. (6-12) hosting regular stakeholder meetings and forums (e.g. "Coffee with the Principal", Open Forum with the Superintendent)<br>4. (6-12) assisting families in need with school uniforms<br>5. (6-12) providing family services through community partners (e.g. VIP Services, GRYD, Boys and Girls Club, Lincoln Heights Tutoring. Barrio Action)<br>6. (6-12) providing college support services to families<br>7. (6-12) increasing the ways families and stakeholders can provide feedback (e.g. comment boxes in front offices, comment option on LEA website)<br>8. (6-12) Open Forums for |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| | | stakeholders<br>9. Create a committee to research funding the nurse position for students. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $10,166 | $10,922 | $12,500 |
| Source | LCFF All resources | LCFF All resources | LCFF All resources |
| Budget Reference | • Uniforms (4350)<br>• Family Outreach (5807) | • Uniforms (4350)<br>• Family Outreach (5807) | • Uniforms (4350)<br>• Family Outreach (5807) |

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☒ **English Learners**        ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ **LEA-wide**        ☐ **Schoolwide**        OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☒ **All schools**        ☐ **Specific Schools:_____**        ☐ **Specific Grade spans:_____**

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br><br>1. (6-12) PBIS rewards/field trips<br>2. (6-12) providing parenting workshops as an alternative to suspension<br><br>(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):<br><br>1. (6-12) a program of PBIS rewards and recognitions for meeting expectations<br>2. (6-12) expanding the number of alternatives to suspension available<br>3. (6-12) a program of school events and activities promoting school culture through the school's mandala and expectations<br>4. (6-12) activities of the student leadership group<br>5. (6-12) activities (like standards-aligned field trips) that build enthusiasm for learning | 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):<br><br>1. (6-12) a program of PBIS rewards and recognitions for meeting expectations<br>2. (6-12) expanding the number of alternatives to suspension available<br>3. (6-12) a program of school events and activities promoting school culture through the school's mandala and expectations<br>4. (6-12) activities of the student leadership group<br>5. (6-12) activities (like standards-aligned field trips) that build enthusiasm for learning<br>6. (6-12) Suite 360 |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Amount | $35,000 | $64,442 | $90,000 |
| Source | LCFF, Donation | LCFF, Donation | LCFF, Donation |
| Budget Reference | Student Activities (5877) | Student Activities (5877) | Student Activities (5877) |

# Action    4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All          ☐ Students with Disabilities          ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☒ **English Learners**          ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ **LEA-wide**          ☐ **Schoolwide**          OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☒ **All schools**          ☐ **Specific Schools:**_____          ☐ **Specific Grade spans:**_____

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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): <br><br> 1. (6-12) expansion of the athletic/sports program <br> 2. (6-12) providing an after-school youth program <br> 3. (6-12) PD for teachers on classroom management, trauma-informed approaches, de-escalation <br> 4. (6-12) monthly parent workshops by Barrio Action (free) <br> 5. (MS) sex health education for students and parents by Reality Check <br> 6. (6-12) participation in Adelante Youth Programs <br> 7. (6-12) participation in MOSTe program <br> 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): <br><br> 1. (6-12) maintaining an interscholastic athletics program <br> 2. (6-12) providing an after-school youth program <br> 3. (6-12) parent workshops by Barrio Action and other providers <br> 4. (MS) sex health education by Reality Check <br> 5. (6-12) supporting student attendance at youth development programs and conferences <br> 6. (6-12) participation in MOSTe program <br> 7. (6-12) increased non-athletic extracurricular activities and programing in the arts <br> 8. (6-12) supporting student access to healthcare services (e.g. referrals to providers) | 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): <br><br> 1. (6-12) maintaining an interscholastic athletics program <br> 2. (6-12) providing an after-school youth program <br> 3. (6-12) parent workshops by Barrio Action and other providers <br> 4. (MS) sex health education by Reality Check <br> 5. (6-12) supporting student attendance at youth development programs and conferences <br> 6. (6-12) participation in MOSTe program <br> 7. (6-12) increased non-athletic extracurricular activities and programing in the arts <br> 8. (6-12) supporting student access to healthcare services (e.g. referrals to providers) |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
|  |  |  |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $92,822 | $163,800 | $163,800 |
| Source | ASES 6100 | ASES 6100 | ASES 6100 |
| Budget Reference | ASES (4352) | ASES (4352) | ASES (4352) |

# Action    5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**      ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **All schools**      ☐ **Specific Schools:**_____      ☐ **Specific**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **English Learners**      ☒ **Foster Youth**
☒ **Low Income**

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Grade spans:**_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):<br><br>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):<br><br>1. (6-12) surveying students regarding food preferences<br>2. (6-12) convening a committee that includes student voice and explores different food vendor options<br>3. (6-12) survey stakeholder satisfaction with food in following LCAP input processes | Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to):<br><br>1. (6-12) surveying students regarding food preferences<br>2. (6-12) convening a committee that includes student voice and explores different food options (include student leadership to help generate the monthly menu)<br>3. (6-12) survey stakeholder satisfaction with food in following LCAP input processes<br>4. (6-12) Parent Feedbacks (tastings)<br>5. Create a committee to explore the implementation of a program for preparation of meals on site or alternative meal options |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $426,702 | $426,702 | $436,214 |
| Source | Nutrition program 5310 | Nutrition program 5310 | Nutrition program 5310 |
| Budget Reference | Student Food Services (4710) | Student Food Services (4710) | Student Food Services (4710) |

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**   ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**   ☐ **Schoolwide**   OR
☐ **Limited to Unduplicated Stu**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**   ☐ **Specific Schools:**_____   ☐ **Specific Grade spans:**_____

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☒ Modified   ☐ Unchanged | ☐ New   ☐ Modified   ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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):<br><br>1. (MS) continuing activism teach-in program<br>2. (HS) continuing Chavez Day of service<br>3. (HS) social justice-themed courses including Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership<br>4. (6-12) establishing of a social justice Civic Fair<br>5. (HS) use of social-justice themed writing benchmarks<br>6. (HS) piloting a "legacy project" for seniors where for students create a project as a contribution to their community<br>7. (6-12) participation in We Day program<br>8. (6-12) conduct of stakeholder forums | 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):<br><br>1. (MS) continuing activism teach-in program<br>2. (HS) continuing Chavez Day of service<br>3. (HS) social justice-themed courses such as Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership<br>4. (6-12) establishing of a social justice Civic Fair<br>5. (HS) use of social-justice themed writing benchmarks<br>6. (HS) piloting a "legacy project" for seniors where for students | 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):<br><br>1. (MS) continuing activism teach-in program<br>2. (HS) continuing Chavez Day of service<br>3. (HS) social justice-themed courses such as Farming for Social Justice, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership<br>4. (6-12) establishing of a social justice Civic Fair<br>5. (HS) use of social-justice themed writing benchmarks<br>6. (HS) "legacy project" for seniors |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Action 6 | Amount included in Goal 1, Action 6, Goal 2, Action 2 | Amount included in Goal 1, Action 6, Goal 2, Action 2 |
| Source | LCFF All Resources | LCFF All Resources | LCFF All Resources |
| Budget Reference | • College Readiness Expense (5813)<br>• Family Outreach (5807) | • College Readiness Expense (5813)<br>• Family Outreach (5807) | • College Readiness Expense (5813)<br>• Family Outreach (5807) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

☐ New          ☐ Modified          ☒ Unchanged

# 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 _____

**Identified Need:**

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

| 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: | 59% | 63% | 67% | 71% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **Reading** | | | | |
| **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% |

# Planned Actions / Services

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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All        ☐ Students with Disabilities        ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**        ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **All schools**        ☐ **Specific Schools:**_____        ☐ **Specific Grade spans:**_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **English Learners**        ☒ **Foster Youth**
☒ **Low Income**

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New   ☒ Modified   ☐ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New   ☒ Modified   ☐ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New   ☒ Modified   ☐ Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| [Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS | Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS | Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| teams (see Goal 1, Action 6). This will include (but not be limited to):<br><br>1. (6-12) individual conferences with students advisors<br>2. (6-12) monitoring by the Director of Student Services<br>3. (6-12) examining available subgroup data from digital programs | teams. This will include (but not be limited to):<br><br>1. (6-12) individual conferences with students advisors<br>2. (6-12) monitoring by the Director of Student Services<br>3. (6-12) examining available subgroup data from digital programs<br>4. (6-12) creation of portfolios that track EL students' progress toward reclassification against set criteria | teams. This will include (but not be limited to):<br><br>1. (6-12) individual conferences with students advisors<br>2. (6-12) monitoring by Designee<br>3. (6-12) examining available subgroup data from digital programs<br>4. (6-12) creation of tracking document track EL students' progress toward reclassification against set criteria<br>5. (6-12) Student Success Meetings (SST) in order to provide social, emotional and academic supports |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Action 4 | Amount included in Goal 1, Action 4 | Amount included in Goal 1, Action 4 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Student Assessment (5878) Student Information System (5881) | • Student Assessment (5878) Student Information System (5881) | • Student Assessment (5878) Student Information System (5881) |

# Action    2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☒ **English Learners** ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ **LEA-wide** ☐ **Schoolwide** OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☒ **All schools** ☐ **Specific Schools:**_____ ☐ **Specific Grade spans:**_____

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

☐ New ☒ Modified ☐ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New ☒ Modified ☐ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New ☒ Modified ☐ Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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. (6-12) Math ALEKS
3. (MS) Achieve3000
4. (6-12) StudySync ELD
5. (6-12) McGraw Hill Math ELD digital

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| (6-12) StudySync | | component |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Actions 3 and 5 | Amount included in Goal 1, Actions 3 and 5 | Amount included in Goal 1, Actions 3 and 5 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>Educational Software (4320) | • Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>Educational Software (4320) | • Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>Educational Software (4320) |

# Action    3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____

☐ 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:**
(Select from English Learners, Foster Youth, and/or Low Income)

☒ **English Learners**   ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ **LEA-wide**   ☐ **Schoolwide**   OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☒ **All schools**   ☐ **Specific Schools:**_____   ☐ **Specific Grade spans:**_____

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

☐ New   ☒ Modified   ☐ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New   ☐ Modified   ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New   ☐ Modified   ☒ Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Provide intervention, designated ELD, and similar support classes during the school day. | 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

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Actions 1, 3, and 5 | Amount included in Goal 1, Actions 1, 3, and 5 | Amount included in Goal 1, Actions 1, 3, and 5 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100) | • Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100)<br>• Instructional Materials (4325) | • Certificated teacher salaries (1100)<br>• Classified Instructional Aide salaries (2100) |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| | • Instructional Materials (4325)<br>• Professional Development ( 5863) | • Professional Development (5863) | • Instructional Materials (4325)<br>• Professional Development (5863) |

## Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☐ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☒ **English Learners**     ☒ **Foster Youth**
☒ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ **LEA-wide**     ☐ **Schoolwide**     OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☒ **All schools**     ☐ **Specific Schools:**_____     ☐ **Specific Grade spans:**_____**Grade spans:**_____

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):<br><br>1. (6-12) training instructional aides trained to support special subpopulations students<br>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):<br><br>1. (6-12) training instructional aides to support students from special subpopulations<br>2. (6-12) hosting ELPAC and reclassification workshops for parents and stakeholders | Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to):<br><br>1. (6-12) training instructional aides to support students from special subpopulations<br>2. (6-12) hosting ELPAC and reclassification workshops for parents and stakeholders |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount include in Goal 1 Action 5 | Amount include in Goal 1 Action 5 | Amount include in Goal 1 Action 5 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | Instructional Aide (2100) | Instructional Aide (2100) | Instructional Aide (2100) |

# Action  5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☐ All  ☒ Students with Disabilities  ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**  ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**  ☐ **Schoolwide**  OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**  ☐ **Specific Schools:_____**  ☐ **Specific Grade spans:_____**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

☐ New  ☒ Modified  ☐ Unchanged

Select from New, Modified, or Unchanged for 2018-19

☐ New  ☐ Modified  ☒ Unchanged

Select from New, Modified, or Unchanged for 2019-20

☐ New  ☐ Modified  ☒ Unchanged

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):<br><br>1. (6-12) conduct of Modified Consent Decree meetings<br>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):<br><br>1. (6-12) conduct of Modified Consent Decree meetings<br>2. (6-12) PD for teachers on IEPs and servicing SPED students<br>3. (6-12) SIOP, Suicide prevention, VIP workshops (recognizing trauma, | Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to):<br><br>1. (6-12) conduct of Modified Consent Decree meetings<br>2. (6-12) PD for teachers on IEPs and servicing SPED students<br>3. (6-12) SIOP, Suicide prevention, VIP workshops (recognizing trauma, |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
|  | reporting possible suicide ideation or homicidal ideation, de-escalation techniques. BSET certification training) | reporting possible suicide ideation or homicidal ideation, de-escalation techniques. BSET certification training)<br>4. (6-12) PD for the Social Emotional support of students (Conscious Discipline) |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Actions 2 and 5 | Amount included in Goal 1, Actions 2 and 5 | Amount included in Goal 1, Actions 2 and 5 |
| Source | Special Education 6500 | Special Education 6500 | Special Education 6500 |
| Budget Reference | • Certificated teachers (1100)<br>• Professional Development ( 5863) | • Certificated teachers (1100)<br>• Professional Development(5863) | • Certificated teachers (1100)<br>Professional Development(5863) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| ☐ New | ☐ Modified | ☒ Unchanged |
|---|---|---|

# 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 _____

## Identified Need:

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

| 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% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **Met growth target: NWEA Reading\*\*** | 60% | 64% | 68% | 72% |
| **Projected to meet or exceed ELA CAASPP\*\*\*** | 18% | 22% | 26% | 30% |

# Planned Actions / Services

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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☒ All      ☐ Students with Disabilities      ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**      ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**      ☐ **Schoolwide**      OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**      ☐ **Specific Schools:**_____      ☐ **Specific Grade spans:**_____

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| (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 | (6-12) Continue to provide academic ELA support through lab/intervention/universal access periods |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Actions 4 and 5 | Amount included in Goal 1, Actions 4 and 5 | Amount included in Goal 1, Actions 4 and 5 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Certificated teachers (1100)<br>• Instructional Aide (2100)<br>Instructional Materials (4325) | • Certificated teachers (1100)<br>• Instructional Aide (2100)<br>Instructional Materials (4325) | • Certificated teachers (1100)<br>• Instructional Aide (2100)<br>Instructional Materials (4325) |

# Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ | ☒ 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:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| ☐ **English Learners** ☐ **Foster Youth** ☐ **Low Income** | ☐ **LEA-wide** ☐ **Schoolwide** OR ☐ **Limited to Unduplicated Student Group(s)** | ☐ **All schools** ☐ **Specific Schools:**_____ ☐ **Specific Grade spans:**_____ |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New ☒ Modified ☐ Unchanged | ☐ New ☒ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Professional development on the continued implementation of the computer-based ELA curriculum, StudySync. | (6-12) Ensure LALA's PD Program and PLCs address the improvement of general literacy instruction and use of the school's ELA curricula, in particular. | (6-12) Provide 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

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Action 2 | Amount included in Goal 1, Action 2 | Amount included in Goal 1, Action 2 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Source | LCFF All resources | LCFF All resources | LCFF All resources |
| Budget Reference | Professional Development ( 5863) | Professional Development (5863) | Professional Development ( 5863) |

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**    ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**    ☐ **Schoolwide**    OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**    ☐ **Specific Schools:**_____    ☐ **Specific Grade spans:**_____

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| (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 | (6-12) Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Action 4 | Amount included in Goal 1, Action 4 | Amount included in Goal 1, Action 4 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Educational Software (4320) Student Assessment (5878) | • Educational Software (4320) Student Assessment (5878) | • Educational Software (4320) Student Assessment (5878) |

# Action    4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| ☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____ | ☒ All schools    ☐ Specific Schools:_____    ☐ Specific Grade spans:_____ |
|---|---|

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Students to be Served | Scope of Services | Location(s) |
|---|---|---|
| ☐ English Learners　　☐ Foster Youth<br>☐ Low Income | ☐ LEA-wide　　☐ Schoolwide　　OR<br>☐ Limited to Unduplicated Student Group(s) | ☐ All schools　　☐ Specific<br>Schools:_____　☐ Specific<br>Grade spans:_____ |

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | | |
|---|---|---|
| ☐ New　☐ Modified　☐ Unchanged | ☒ New　☐ Modified　☐ Unchanged | ☐ New　☐ Modified　☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| | Conduct a program of events and activities promoting literacy. This will include (but not be limited to):<br>1. Recognizing reading and language performances and growth on significant assessments<br>2. Competitions based on literacy activities | Conduct a program of events and activities promoting literacy. This will include (but not be limited to):<br>1. Recognizing reading and language performances and growth on significant assessments<br>2. Competitions based on literacy activities |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | | Amount included in Goal 2, Action 3 | Amount included in Goal 2, Action 3 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Source | | LCFF | LCFF |
| Budget Reference | | Student Activities (5877) | Student Activities (5877) |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

☐ New          ☐ Modified          ☒ Unchanged

# 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 _____

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.

**Identified Need:**

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**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| **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% |

# Planned Actions / Services

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**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| ☒ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]＿＿＿＿＿＿＿＿＿＿ | ☒ All schools　　☐ Specific Schools:＿＿＿＿＿＿＿＿＿＿　　☐ Specific Grade spans:＿＿＿＿＿＿＿＿＿ |
|---|---|

<div align="center">

**OR**

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| ☐ **English Learners**　　☐ **Foster Youth**<br>☐ **Low Income** | ☐ **LEA-wide**　　☐ **Schoolwide**　　OR<br>☐ **Limited to Unduplicated Student Group(s)** | ☐ **All schools**　　☐ **Specific Schools:**＿＿＿＿＿＿＿＿＿＿　☐ **Specific Grade spans:**＿＿＿＿＿＿＿＿＿ |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New　　☒ Modified　　☐ Unchanged | ☐ New　　☐ Modified　　☒ Unchanged | ☐ New　　☐ Modified　　☐ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| (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 | (6-12) Continue to provide academic math support through lab/intervention/universal access periods |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Actions 4 and 5 | Amount included in Goal 1, Actions 4 and 5 | Amount included in Goal 1, Actions 4 and 5 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Certificated teacher s (1100)<br>• Educational Software (4320)<br>• Student Assessment (5878) | • Certificated teacher s (1100)<br>• Educational Software (4320)<br>• Student Assessment (5878) | • Certificated teacher s (1100)<br>• Educational Software (4320)<br>• Student Assessment (5878) |

## Action     2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

☒ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**

(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**     ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**     ☐ **Schoolwide**     OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**     ☐ **Specific Schools:_____**     ☐ **Specific Grade spans:_____**

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☒ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| (6-12) Continue use of Math ALEKS for math intervention | (6-12) Continue use of Math ALEKS for math intervention | (6-12) Continue use of Math ALEKS for math intervention |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1, Actions 4 and 5 | Amount included in Goal 1, Actions 4 and 5 | Amount included in Goal 1, Actions 4 and 5 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | • Certificated teacher s (1100) Educational Software (4320) | • Certificated teacher s (1100) Educational Software (4320) | • Certificated teacher s (1100) Educational Software (4320) |

# Action    3

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ | ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |
|---|---|

**OR**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **English Learners**　　☐ **Foster Youth**
☐ **Low Income**

☐ **LEA-wide**　　☐ **Schoolwide**　　OR
☐ **Limited to Unduplicated Student Group(s)**

☐ **All schools**　　☐ **Specific**
**Schools:**_____　☐ **Specific**
**Grade spans:**_____

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

☐ New　　☒ Modified　　☐ Unchanged

☐ New　　☒ Modified　　☐ Unchanged

☐ New　　☐ Modified　　☒ Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(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.

(6-12) 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.

(6-12) Ensure that LALA's PD Program and PLCs continue to address the improvement of general math instruction and the use of the school's new math curricula, in particular.

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | Amount included in Goal 1 Action 2 | Amount included in Goal 1 Action 2 | Amount included in Goal 1 Action 2 |
| Source | LCFF | LCFF | LCFF |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|
| Budget Reference | • Certificated teachers (1100) Professional Development (5863) | • Certificated teachers (1100) Professional Development (5863) | • Certificated teachers (1100) Professional Development (5863) |

## Action    4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

☒ All    ☐ Students with Disabilities    ☐ [Specific Student Group(s)]_____

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

☒ 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:**
(Select from English Learners, Foster Youth, and/or Low Income)

☐ **English Learners**    ☐ **Foster Youth**
☐ **Low Income**

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☐ **LEA-wide**    ☐ **Schoolwide**    OR
☐ **Limited to Unduplicated Student Group(s)**

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

☐ **All schools**    ☐ **Specific Schools:_____**    ☐ **Specific Grade spans:_____**

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| ☐ New  ☐ Modified  ☐ Unchanged | ☒ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☒ Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| | (6-12) Conduct a program of events and activities promoting math. This will include (but not be limited to):<br><br>1. Recognizing math performances and growth on significant assessments<br>2. Competitions based on math skills and thinking | (6-12) Conduct a program of events and activities promoting math. This will include (but not be limited to):<br><br>1. Recognizing math performances and growth on significant assessments<br>2. Competitions based on math skills and thinking |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | | Amount included in Goal 2 Action 3 | Amount included in Goal 2 Action 3 |
| Source | | LCFF | LCFF |
| Budget Reference | | Student Activities (5877) | Student Activities (5877) |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds          Percentage to Increase or Improve Services

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $ 990,500 | 25% |

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).

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.