



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

This LCAP represents our new district goals, actions, and services to support our work for the 2021-2024 school years. The focus on district goals is critical to the success of all students by providing the foundations to learn, lead, and innovate in high school and beyond.

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

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

LASD serves more than 3500 students in seven elementary and two junior high schools. 6% of LASD students are socioeconomically disadvantaged, 10% are students with disabilities, and 11% are English language learners. The opportunity provided by the Local Control Accountability Plan (LCAP) is a way to further focus on our goals and accelerate the success of all students in LASD. It is important to note that because it is a community-funded school district, LASD will not receive new or additional state aid under the new LCAP and Local Control Funding Formula (LCFF).

LASD is fortunate to have outstanding support from our parent community, through both school-based Parent Teacher Associations and the Los Altos Educational Foundation. Our PTAs provide a tremendous number of volunteer hours at each individual school, as well as at the district level. The educational foundation raises 2.5 million dollars annually to fund several specialized programs, including the arts, physical education, mental health services, the grades 4-6 music program, and our K-8 STEM program.

In addition to a solid parent partnership, LASD has a strong history of teaching excellence. Our teachers are extremely dedicated and passionate about working with students and their families. LASD teachers actively seek professional learning opportunities and understand that building solid relationships across the school and district is critical. Seeing themselves as learners, teachers design relevant, authentic, and engaging experiences for students. LASD teachers go above and beyond in support of students.

LASD is especially proud of our K-8 STEM and computer science programs. We host visitors from around the world each year to share the work we are doing around STEM and computer science, as well as regularly share our work at conferences and workshops. Beginning in kindergarten, all students have access to a high-quality STEM program, including design and engineering projects and computer science instruction. Each elementary school holds an annual STEM Expo, where students showcase an individual STEM project within seven different categories. Our junior high schools host a STEM Career Day and STEM Career Night, bringing in parents and community members with STEM backgrounds. Over the last three years, we have begun to integrate STEM into math and science and are dedicated to further integrate STEM into engaging multi-disciplinary project experiences for all students. We want students to see STEM as a mindset and something we do, not a place we go.

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The focus this year has specifically been on providing high quality instruction while adapting to the pandemic - including transitioning between distance learning, a blended learning environment, and in-person instruction. Strong instructional alignment across all schools and grade levels has allowed us to better respond to student needs. Our team of instructional support teachers (ISTs) has created learning plans in all content areas that provide a common framework for virtual and blended learning. Our teachers have continued to provide whole class and small group instruction, as well as targeted supports using our MTSS system, regardless of the instructional delivery model. IST coaching has focused on small group instruction, integrated and designated ELD (English Language Development), small group interventions, and data analysis. Successes include providing strong academic and social and emotional supports in place throughout the

pandemic, including LLI reading intervention groups, virtual and in-person supplemental designated ELD for beginning English learners, a Reading Fellows community volunteer reading intervention program, mental health supports for students, staff, and families, customized virtual and in-person special education services and supports, including co-teaching, and targeted small group math intervention. This focus on support has allowed us to better meet the needs of all students, including our English learners, students with disabilities, and socio-economically disadvantaged students throughout the pandemic. Our local data review indicated that our students as a whole are not experiencing learning loss - they have received a broad course of study, they have not regressed in their learning, nor are they not making academic progress. We have identified through our local data that certain subgroups are performing below their peers. See below for those details.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The ratings for the California School Dashboard include a color rating system: blue, green, yellow, orange, red (best to worst) - LASD results from 2019 are as follows:

ALL STUDENTS: no areas in red or orange

CHRONIC ABSENTEEISM

ALL STUDENTS: yellow

SUBGROUPS: orange for students with disabilities and socioeconomically disadvantaged students

SUSPENSION

ALL STUDENTS: green

SUBGROUPS: orange for socioeconomically disadvantaged students

ENGLISH LANGUAGE ARTS

ALL STUDENTS: blue

SUBGROUPS: yellow for socioeconomically disadvantaged students

MATH

ALL STUDENTS: blue

SUBGROUPS: yellow for Hispanic and socioeconomically disadvantaged students

Our local data study from the 2020-2021 school year showed that three subgroups are performing far behind their peers in reading.

The mid-year reading benchmark assessment (Fountas & Pinnell):

84% of all K-5 students are performing at or above benchmark, with 11% of students performing below benchmark (5% of students were unable to be assessed)

We then looked closely at the classroom performance of students in reading based on our Trimester 1 report card scores:

16% of all students are not meeting grade level expectations in reading

62% of socioeconomically disadvantaged students are not meeting grade level expectations in reading

35% of students with disabilities are not meeting grade level expectations in reading

45% of English learners are not meeting grade level expectations in reading

The identified need to close the achievement gap in reading includes high quality first instruction (Goal 2) and early identification of students at the start of the school year who can benefit from targeted classroom and school-wide reading interventions. Teachers will be trained in small group targeted intervention routines that are evidence based. Our MTSS system will provide a level of accountability to ensure that students are receiving the interventions and close progress monitoring will take place. (Goal 3)

Another identified need is around writing. Teachers have reported the challenges of teaching writing during the pandemic - it is unclear if having spent significant time in a distance model has led to a lack of progress and skills or if students cannot produce the expected volume that meet grade level expectations but still have the skills. This will be an area of focus next year: to build back up to the expected volume of writing and assess and respond to any skills gap. (Goal 3)

Finally, LASD has done tremendous work around creating a systematic reading, writing, and phonics program. This has allowed for common assessments, targeted coaching, deep collaboration around shared instructional strategies, and a clear intervention plan. That same work needs to be done in mathematics at the elementary level. We are moving from a teacher-created math program that varied by teacher, site, and grade level to a guaranteed and viable math core curriculum. We will begin the year with training and coaching in evidence-based signature strategies and develop a series of common assessments (Goal 2) and targeted interventions so teachers know how to respond adequately to gaps. We will also identify and pilot an intervention curriculum for math. Junior high school teachers will get training in complementary evidenced based strategies so our students have a seamless math experience K-8. (Goal 3)

Addressing these needs will allow us to better meet the needs of all students, including our English learners, students with disabilities, and socio-economically disadvantaged students. Having a strong MTSS system in place across all schools will ensure that we address the disproportionate representation of Hispanic students with disabilities in LASD.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through an extensive stakeholder engagement process, the following goals and actions were identified.

Conditions for Learning

Goal 1: Ensure all students have access to equitable conditions for learning.

- *Each LASD school will have highly qualified teachers and staff, well maintained facilities and equipment, and the necessary standards aligned instructional materials and resources to meet the needs of our diverse student population
- *Each student will be enrolled in a broad course of study
- *LASD will ensure that all students have equitable access to technology for learning
- *LASD will adopt NGSS (Next Generation Science Standards) aligned science curriculum and curate social studies curriculum resources

Pupil Outcomes/Achievement

Goal 2: All LASD students will experience high quality instruction that results in equitable outcomes and expected yearly growth.

- *Teachers will explicitly teach digital literacy and digital citizenship skills to all TK-8 students
- *LASD will adopt an anti-bias framework, train all stakeholders, and align lessons that teach to the framework
- *LASD will further support high quality English Language Arts instruction through the use of instructional support teachers and targeted professional development
- *LASD will improve math instruction by creating a clear LASD math curriculum and assessment plan and training teachers in the elements of high quality math instruction through the use of instructional support teachers
- *LASD will implement adopted NGSS aligned K-8 curriculum and train teachers through the use of instructional support teachers and targeted professional development
- *LASD will update the EL Master Plan, with specifics on a systematic plan for designated and integrated ELD

Goal 3: Provide tiered supports and systems that promote and sustain strong academic growth and positive social/emotional development for all students.

- *All teachers will be trained in evidence-based intervention strategies for meeting individual student needs in literacy and math, including English language acquisition needs, to close the achievement gap
- *Students will be educated in the least restrictive environment
- *LASD will utilize instructional support teachers to connect professional development to classroom practice
- *LASD will develop and implement a plan to better support long term English learners
- *Schools will further develop and implement concrete plans and tiered systems to support student academic and social-emotional needs
- *State and local data will be used at all levels to ensure all students are learning
- *Teachers will work in professional learning communities within the work day to impact practice and improve student learning
- *LASD will provide a rich summer school experience for our most at risk learners

Engagement/Safety/Wellness

Goal 4: Ensure a safe, healthy, and respectful school environment to maintain engagement, involvement, and satisfaction of students, staff, and parents.

- *LASD will provide meaningful opportunities for parents to continue to engage in the education of their children through a variety of opportunities for learning and feedback
- *LASD will promote safe, positive, and supportive school environments at each campus: teach, model, and reinforce appropriate behaviors; support students in social problem solving and empathy
- *All students and staff will have access to mental health services

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in LASD qualify for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

LASD is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such LASD used a variety of meetings to involve stakeholders in the LCAP process including the discussion and review of goals, district data, as well as proposed actions and services. Parent involvement in the Los Altos School District is high and an asset to the district. This involvement includes both district and school site committees, intentionally comprised of a cross section of parents representing English learners, students with disabilities, low income families, and all significant subgroup populations. The certificated (LATA) and classified bargaining (CSEA) units, as well as site and district administrators, are also a part of these committees. Those that have provided input into the LASD LCAP include: District English Learner Advisory Council (DELAC), Administrative Council, the district Curriculum Council, Budget Review Committee, and LASD students, parents, and staff. LASD has met its obligation to consult with all statutorily required stakeholder groups.

Local assessment data was reviewed and analyzed by LASD administrators and Board of Trustees. The data include: Attendance data and local assessment measures of student progress (i.e. reading and math benchmark assessments or report card scores). The LCAP plan was created to satisfy state requirements and the priorities determined by all stakeholders.

Community Engagement: The following groups were actively involved in the LCAP development process described below:

District English Learners Advisory Committee (DELAC) – September 2, 2020, May 5, 2021: Reclassification Criteria and data, LCP input, LCAP goal review and input, summer program

Curriculum Council - September 2, 2020, January 28, 2020, March 10, 2021, May 5, 2021: Math cohort and adoption, LCAP goal review and input, anti-bias framework

Budget Review Committee – March 11, April 28, May 20, 2021 - ELO funds, LCAP feedback and draft reviews, Parent Budget Report

Administrative Council – January 12, 2021, March 9, 2021, May 11, 2021– local data review, LCAP goal review, and student survey data review

LASD Staff (includes Los Altos Teacher Association and California School Employees Association) – April 2021 communications survey via email link

LASD parent community – March 2021 parent survey email from the Superintendent, April 2021 LCAP survey email from the Superintendent

LASD Student community – April 2021 – communications survey via parent email link

SELPA (Special Education Local Plan Area) executive director - May 13, 2021 goals and actions review and input

Public Hearing on LCAP and LCFF Budget Overview for Parents – June 1, 2021 - Board Meeting

Adoption of the LCAP and LCFF Budget Overview for Parents – expected - June 8, 2021 - Board Meeting

A summary of the feedback provided by specific stakeholder groups.

Below is a highlight summary of the stakeholder feedback provided by specific stakeholders:

Parents: Overall the feedback on proposed goals, actions, and services was positive. There was some specific concern, as well as agreement, regarding the adoption of an anti-bias framework (goal 2). Parents want more understanding of the details and what this means for their children. The phrase "equitable outcomes" in goal 2 also needs better definition so there is shared understanding of this goal. Appreciation for goal 3 for social and emotional wellness was evident.

Students: Overall the feedback on proposed goals, actions, and services was positive with nothing additional to add.

Staff (Teachers, Principals, Administrators, Classified): Staff supported the focus on English learners in goal 2 and asked clarifying questions about services in goal 3 related to teacher training. Staff wanting assurance that services would be applied equitably and not equally was also a theme. In addition, there was a desire to ensure that the Instructional Support Teachers were supporting all content areas.

Local Bargaining Units (as applicable): CSEA and LATA members requested additional training for classified instructional aides and asked about equitable access to technology, which has been key throughout the pandemic.

Curriculum Council Parent Advisory Group: Feedback was very positive overall and suggestions about the need for training parents on the anti-bias framework were shared.

District English Learner Advisory Committee: Input was provided on proposed goals, actions, and services. The want for a community liaison was discussed and included as part of Goal 4: Action 1 for parent engagement.

SELPA: Input around successes related to special education were provided, as well as an identified need. Input on where to address the need was also included - Goal 3 has been expanded to address disproportionality and MTSS supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals, actions, and services were informed by stakeholder consultations of the groups as outlined above.

Goal 1: Ensure all students have access to equitable conditions for learning.

The feedback from stakeholders included an addition to the actions of this goal for technology access, which has always been critical but nevermore so during the pandemic. In addition, teacher feedback was strong around curating social studies resources that better support the framework and are inclusive of multiple perspectives.

Goal 2: All LASD students will experience high quality instruction that results in equitable outcomes and expected yearly growth.

The primary influence on this goal was around the anti-bias framework, including training all stakeholders. In addition, Instructional Support Teachers are now explicitly linked to all content areas.

Goal 3: Provide tiered supports and systems that promote and sustain strong academic growth and positive social/emotional development for all students.

Stakeholder input influence around this goal includes planning for more support for long term English learners and addressing the disproportionality of Hispanic students in special education.

Goal 4: Ensure a safe, healthy, and respectful school environment to maintain engagement, involvement, and satisfaction of students, staff, and parents.

Stakeholder input influenced adding additional resources for student and staff mental health as a result of the pandemic. A community liaison position was included as part of Goal 4: Action 1 for parent engagement.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Ensure all students have access to equitable conditions for learning.

An explanation of why the LEA has developed this goal.

This goal sets the necessary conditions for well-rounded learning for all students that supports positive academic growth and progress. It comprises state priorities 1, 2, and 7: basic conditions, content and performance standards, and course access.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic conditions: School Accountability Report Card (SARC)	Teacher assignment: 100% Instructional materials: good Facilities: good				Teacher assignment: 100% Instructional materials: good Facilities: good
Implementation of Standards local indicator	Standard met: ELA: 5 ELD: 3 Math: 4 History/Social Science: 1 Science: 3				Standard met: ELA: 5 ELD: 5 Math: 5 History/Social Science: 3 Science: 5
Course Access - Broad Course of Study local indicator	Broad course of study: 100% of students have access to a broad course of study				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Each LASD school will have highly qualified teachers and staff, well maintained facilities and equipment, and the necessary standards aligned instructional materials and resources to meet the needs of our diverse student population	In order for students to have equitable conditions for learning, students must be taught and supported by highly qualified teachers and staff, have well maintained facilities and equipment, and the necessary standards aligned instructional materials and resources.	\$25,046,784.00	No
2	Each student will be enrolled in a broad course of study.	An educated student must be well rounded in all areas of learning through a broad course of study. This includes not only English language arts, math, history, and science, but physical education, the arts, STEM and computer science. This broad course of study helps develop the skills and dispositions of a true learner, including the critical 6 Cs (communication, collaboration, citizenship, character, critical thinking, and creativity).		No
3	LASD will ensure that all students have equitable access to technology for learning.	It is clear that equitable access to technology is critical for both teaching and learning. Staff will have the equipment necessary to teach and support and students will have appropriate access in classrooms. There should not be a disparity among schools.	\$171,623.00	No
4	LASD will adopt NGSS aligned science curriculum and curate social studies curriculum resources.	The pandemic has slowed down our curriculum adoption process for science and highlighted a need to provide additional high quality instructional resources in social studies that align to the CA framework. Next Generation science curriculum will be formally piloted and adopted in the 2021-2022 school year In addition, social studies materials will be curated to be in line with the CA framework, including inquiry projects, by grade level.	\$381,095.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All LASD students will experience high quality instruction that results in equitable outcomes and expected yearly growth.

An explanation of why the LEA has developed this goal.

Once the conditions for learning are met (Goal 1), LASD staff must ensure that students are receiving high quality instruction that leads to equitable outcomes and expected yearly growth for all students. This goal addresses state priorities 4 and 8: student achievement and other student outcomes. For many years, not all students in LASD have made expected yearly growth, leading to inequitable outcomes for students. Groups of students, including foster youth, students with disabilities, English learners, socio-economically disadvantaged youth, and students experiencing homelessness, have lagged behind their peers. The first step is ensuring that the best "first instruction" is happening in all classrooms. We must have high expectations that all students can achieve provided the necessary high quality instruction and classroom supports are in place.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Student Achievement Data	K-5 Fountas and Pinnell reading benchmark assessment - % of students meeting benchmark: All: 84%				K-5 Fountas and Pinnell reading benchmark assessment - % of students meeting benchmark: All: 90%
Local Student Achievement Data	EL progress on Fountas and Pinnell reading benchmark assessment: 55% meeting benchmark				EL progress on Fountas and Pinnell reading benchmark assessment: 58% meeting benchmark

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification of English Learners - At Risk of Long Term Status	% of students at-risk of becoming long term EL students: 4.5%				% of students at-risk of becoming long term EL students: 3.5%
English Learner Progress 2019 CA School Dashboard	69.3% making progress towards English language proficiency - Very High performance level				70% - Very High performance level
2019-2020 English Learner Reclassification Rate	32.8%				33%
CAASPP ELA and Math - All Students	2019 ELA: blue - 91.8% above standard Math: blue - 88.2% above standard				ELA: blue - 93% above standard Math: blue - 91% above standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teachers will explicitly teach digital literacy and digital citizenship skills to all TK-8 students.	Digital literacy and citizenship are critical components to a well rounded education. The pandemic has reminded us that these skills are paramount for learning. Teachers will teach lessons from Common Sense Media and reinforce the skills in each grade level.	\$1,393,881.00	No
2	LASD will adopt an anti-bias framework,	The Board of Trustees recently adopted the anti-bias framework from Learning for Justice. This framework outlines students outcomes and	\$175,062.00	No

Action #	Title	Description	Total Funds	Contributing
	train all stakeholders, and align lessons that teach to the framework.	standards. Next steps include training teachers and staff, along with the parent community, and identifying or developing lessons that will lead to the desired student outcomes within the framework.		
3	LASD will further support high quality English Language Arts instruction through the use of instructional support teachers and targeted professional development.	Instructional Support Teachers partner with teachers to ensure that high quality first instruction is happening in the classroom. New teachers are supported, as well as teachers who may have switched a grade level.	\$977,980.00	Yes
4	LASD will improve math instruction by creating a clear LASD math curriculum and assessment plan and training teachers in the elements of high quality math instruction through the use of instructional support teachers.	LASD's clear math plan includes alignment in math instruction around a common curriculum, assessment, and support tools. Teachers will be trained in signature math strategies that support all math learners. Instructional Support Teachers will work directly with all teachers to support high quality first instruction in math through coaching.	\$0.00	No
5	LASD will implement adopted NGSS aligned K-8 curriculum and train teachers through the use of instructional support teachers and targeted professional development.	Once adopted, Instructional Support Teachers will provide training and support for the new Next Generation Science Standards curriculum.	\$46,459.00	No

Action #	Title	Description	Total Funds	Contributing
6	LASD will update the EL Master Plan, with specifics on a systematic plan for designated and integrated ELD.	The LASD EL Master Plan is in need of update now that the state has updated the Roadmap for English Learners. The Master Plan provides specific procedural guidelines for the identification, assessment, and support of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee and site English Learner Advisory Committees; the annual evaluation of English learner programs; and the use of state and federal funds for EL programs and services. This plan is a function of the general education for students. Our systematic plan for integrated and designated English Language Development (ELD) is for identified English learners to support their English acquisition and overall academic success.	\$94,444.00	No Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide tiered supports and systems that promote and sustain strong academic growth and positive social/emotional development for all students.

An explanation of why the LEA has developed this goal.

Through the challenge of the global pandemic, it has been more difficult to truly understand what students do and do not know. Between distance learning, a blended environment with partial days of learning in person, and students whose families have chosen to remain virtual for the entire school year, there is a lot to uncover once school resumes next year. This provides an opportunity for LASD to strengthen the tiered system of support for both academics and social/emotional development for all students and especially for our unduplicated students - English learners, students with disabilities, foster youth, socio-economically disadvantaged students, and students experiencing homelessness. Having a strong MTSS system in place across all schools will ensure that we address the disproportionate representation of Hispanic students with disabilities in LASD. Targeted professional development this year will include responding to student needs in phonics, reading, and writing, along with social/emotional supports. This goal highlights state priorities 4 and 8: student achievement (in subgroups) and other student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local student achievement data	K-5 Fountas and Pinnell reading benchmark assessment - % of students meeting benchmark: All: 84% SED: 38% SWD: 65% EL: 55%				K-5 Fountas and Pinnell reading benchmark assessment - % of students meeting benchmark: All: 90% SED: 65% SWD: 70% EL: 58%
CAASPP ELA and Math subgroup scores	2019 ELA: socioeconomically				ELA: socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disadvantaged students - yellow Math: Hispanic and socioeconomically disadvantaged students - yellow				disadvantaged students - blue Math: Hispanic (blue) and socioeconomically disadvantaged students (green)

Actions

Action #	Title	Description	Total Funds	Contributing
1	All teachers will be trained in evidence-based intervention strategies for meeting individual student needs in literacy and math, including English language acquisition needs, to close the achievement gap.	In order to best respond to the post-pandemic needs of our students, teachers need additional clear, effective, and evidence-based intervention strategies. These strategies will be used as in-class tier 2 interventions. Teachers will attend a training prior to the start of the school year and have ongoing support in grade level meetings, through Care Teams, and through coaching. Common tools and resources across schools will allow for strong support and monitoring for efficacy.	\$50,000.00	Yes
2	Students will be educated in the least restrictive environment.	The law requires students with disabilities are educated in the least restrictive environment. Students will be in the general education classroom with typical peers to the greatest extent possible.	\$5,653,201.00	No
3	LASD will utilize instructional support teachers to connect professional development to classroom practice.	It is critical that teachers have access to support teacher/coaches who help make this critical connection - putting training into practice. The research is clear that teachers improve their practice when there is both professional development and coaching. This is especially critical when developing improved practices to meet the needs of our most at-risk students.	\$129,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	LASD will develop and implement a plan to better support long term English learners.	While the majority of English learners in LASD achieve reclassification within a typical number of years, some of our students become long term English learners. These students require specialized interventions to ensure their academic success.	\$92,025.00	Yes
5	Schools will further develop and implement concrete plans and tiered systems to support student academic and social-emotional needs.	Each school is refining their multi tiered system of support (MTSS) - MTSS is a framework that schools use to provide targeted support to struggling students. Using a combination of universal screeners and common assessments across classrooms, the system aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Care teams at each site oversee this system. Training for Care teams, along with additional resources for interventions will be provided.	\$20,000.00	Yes
6	State and local data will be used at all levels to ensure all students are learning.	The data presented through universal screeners and district common assessments is more impactful when it can be easily interpreted. An effective and easy to use data warehouse is important.	\$12,500.00	Yes
7	Teachers will work in professional learning communities within the work day to impact practice and improve student learning.	The work of a professional learning community is paramount to understand what students should know, how teachers will teach, how teachers will assess, which students learn, and how teachers will respond when a student doesn't learn. Training and ongoing support for teams is necessary. While this function serves all students, it is primarily targeted at our English learners, students with disabilities, foster and homeless youth, and socioeconomically disadvantaged students. This work will be more critical as we work with Care teams through the MTSS process to respond to post-pandemic student needs.		Yes
8	LASD will provide a rich summer school	Summer slide is real for some students, especially our unduplicated students who may not have rich summer learning experiences outside	\$260,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
	experience for our most at risk learners.	of public schooling. The summer program is designed to review key concepts and preview upcoming content.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Ensure a safe, healthy, and respectful school environment to maintain engagement, involvement, and satisfaction of students, staff, and parents.

An explanation of why the LEA has developed this goal.

Student engagement is critical for success in school and beyond. Key areas of focus with LASD that support student engagement include student and staff wellness, parent engagement and education, as well as a safe school community. This is truly the foundation - think of Maslow's hierarchy of needs - for success. Throughout the pandemic, students and staff have been isolated and more students are showing signs of mental health challenges. LASD wants to ensure that the overall health of the LASD community, with strong engagement and supports, is strong. This goal supports state priorities 3, 5, and 6: parent engagement, student engagement, and school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local data	Attendance rate: 98.7%				98%
Local data	Chronic absenteeism: 1.69%				3%
Local data	Middle school dropout rate: 0%				0%
Parent feedback survey	March 2021 parent survey 1376 responses				1400 responses
Local Social-Emotional Survey	I actively participate in class discussions: 70% I feel like I belong in this school: 79%				I actively participate in class discussions: 90% I feel like I belong in this school: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I feel safe at my school: 83%				I feel safe at my school: 95%
CDE dataquest	suspension rate: 0.4%				suspension rate: 0.4%
Local data	expulsion rate: 0%				expulsion rate: 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	LASD will provide meaningful opportunities for parents to continue to engage in the education of their children through a variety of opportunities for learning and feedback.	Recent parent feedback has indicated that learning opportunities at home schools is more desirable as opposed to central district learning events. Opportunities will include training on any new curriculum adoptions, the anti-bias framework, student wellness, and other topics determined by district or site leadership. Survey feedback provides valuable information for growth. A new family liaison position to improve outreach to our unduplicated pupil families.	\$169,771.00	No
2	LASD will promote safe, positive, and supportive school environments at each campus: teach, model, and reinforce appropriate behaviors; support students in social problem solving and empathy.	Safe, positive, and supportive schools have clear expectations, consistent practices, are student-centered, and strive to build solid foundations with both students and families. Students will learn many strategies and skills that will allow them to be problem solvers and develop empathy using social and emotional curriculum, such as Second Step or Suite 360.	\$1,529,509.00	No
3	All students and staff will have access to	Mental health services through community partnerships with CHAC and El Camino Hospital will serve our staff and student needs around mental health. Dedicated school psychologists at all schools and	\$5,018,693.00	No

Action #	Title	Description	Total Funds	Contributing
	mental health services.	academic counselors at junior high schools allow for a strong team to support students and families, especially if they may be in crisis.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.77%	840,694

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 3: Actions 1, 3, 4, 5

In addition to improving quality first instruction, Tier 1, all schools are developing and implementing concrete plans and systems to respond to student needs, Tier 2 and Tier 3. These plans include supplemental supports for students not making adequate progress in Tier 1. Teachers implement Tier 2 instruction, pre-teach and reteach instruction, to small groups of students often within the classroom setting. Schools may implement system-wide supports for Tier 3 reading intervention, using LLI, for the few students who need this level of intensive intervention. Instructional Support Teachers work directly with teachers in improving academic outcomes for unduplicated pupils. The use of these funds to develop strong Tier 2 and Tier 3 plans can support all students, but are principally directed toward unduplicated pupils and are most effective in meeting their needs.

In addition to supporting unduplicated pupils around core instruction reading, writing, and math, English learners receive additional instruction in English. This English language development focus happens throughout the school day for English learners through strategic academic vocabulary development, writing support, and oral language practice within the classroom. For beginning English and Long Term students, supplemental support occurs through a push-in or pull-out ELD program. This program is taught by English language specialists and ELD teachers. Hours have increased in response to student needs through the pandemic.

Goal 3: Actions 6, 7

The use of state and local data to make decisions regarding next steps, needs, and intervention is critical for all students but is principally directed at unduplicated pupils and students at risk. The use of data also supports the professional learning communities where teacher teams look closely at student data to determine how to respond. Teachers engage in cycles of inquiry around interventions, strategies, and

skills. Research around the impact of high functioning professional learning communities is clear - there are positive academic outcomes for unduplicated students. The MTSS process, with the extensive use of data and cycles of inquiry to improve outcomes, is closely connected.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 3: Actions 1, 3, 4, 5

To better support our socio-economically disadvantaged, English learner, foster youth, and students with disabilities, we will improve training and support for academic interventions. The additional allocation of funds include the purchase of intervention curriculum, supplemental hours for teachers and staff to deliver interventions within and outside of the school day, and training for care teams and teachers/staff. These increased and improved services will allow us to provide a level of intervention for unduplicated students above and beyond what LASD has been able to deliver in the past. In addition, this targeted and intensive work will allow us to stop disproportional identification of Hispanic students into special education.

Goal 3: Action 8

To further support our unduplicated pupils, LASD will increase time and improve outcomes of the district summer school program. (Goal 3: Action 8) The summer program will run for 4 weeks over summer and include daily, targeted reading, writing, math, and STEM, which is far more than the reading intervention program delivered in recent years. The summer program will be a mostly full day summer program, including breakfast and lunch, for the entirety of the 4 weeks. Summer school will serve 160-170 of our most at-risk students, rising 1st through 8th graders, with a priority on those with economic disadvantage. We are serving many more students than in years past. The use of these funds to develop a strong summer program can support all students, but are principally directed toward unduplicated pupils and are most effective in meeting their needs as we know summer learning loss impacts unduplicated students more than their peers. English learners also make up a large portion of the attendees. Priority was also given to homeless and foster youth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$34,092,148.00	\$3,088,479.00	\$2,914,257.00	\$1,128,389.00	\$41,223,273.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$39,738,350.00	\$1,484,923.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Each LASD school will have highly qualified teachers and staff, well maintained facilities and equipment, and the necessary standards aligned instructional materials and resources to meet the needs of our diverse student population	\$25,046,784.00				\$25,046,784.00
1	2	All	Each student will be enrolled in a broad course of study.					
1	3	All	LASD will ensure that all students have equitable access to technology for learning.		\$171,623.00			\$171,623.00
1	4	All	LASD will adopt NGSS aligned science curriculum and curate social studies curriculum resources.	\$381,095.00				\$381,095.00
2	1	All	Teachers will explicitly teach digital literacy and digital citizenship skills to all TK-8 students.	\$138,463.00		\$1,255,418.00		\$1,393,881.00
2	2	All	LASD will adopt an anti-bias framework, train all stakeholders, and align lessons that teach to the framework.	\$175,062.00				\$175,062.00
2	3	English Learners Foster Youth Low Income	LASD will further support high quality English Language Arts instruction through the use of instructional support teachers and targeted professional development.	\$958,546.00			\$19,434.00	\$977,980.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	LASD will improve math instruction by creating a clear LASD math curriculum and assessment plan and training teachers in the elements of high quality math instruction through the use of instructional support teachers.					\$0.00
2	5	All	LASD will implement adopted NGSS aligned K-8 curriculum and train teachers through the use of instructional support teachers and targeted professional development.				\$46,459.00	\$46,459.00
2	6	English Learners Foster Youth Low Income English Learners	LASD will update the EL Master Plan, with specifics on a systematic plan for designated and integrated ELD.				\$94,444.00	\$94,444.00
3	1	English Learners Foster Youth Low Income	All teachers will be trained in evidence-based intervention strategies for meeting individual student needs in literacy and math, including English language acquisition needs, to close the achievement gap.	\$50,000.00				\$50,000.00
3	2	Students with Disabilities	Students will be educated in the least restrictive environment.	\$1,959,758.00	\$2,817,416.00		\$876,027.00	\$5,653,201.00
3	3	English Learners Foster Youth Low Income	LASD will utilize instructional support teachers to connect professional development to classroom practice.			\$129,330.00		\$129,330.00
3	4	English Learners Low Income	LASD will develop and implement a plan to better support long term English learners.				\$92,025.00	\$92,025.00
3	5	English Learners Foster Youth Low Income	Schools will further develop and implement concrete plans and tiered systems to support student academic and social-emotional needs.	\$20,000.00				\$20,000.00
3	6	English Learners Foster Youth Low Income	State and local data will be used at all levels to ensure all students are learning.	\$12,500.00				\$12,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	Teachers will work in professional learning communities within the work day to impact practice and improve student learning.					
3	8	English Learners Foster Youth Low Income	LASD will provide a rich summer school experience for our most at risk learners.	\$161,476.00	\$99,440.00			\$260,916.00
4	1	All unduplicated pupils	LASD will provide meaningful opportunities for parents to continue to engage in the education of their children through a variety of opportunities for learning and feedback.	\$169,771.00				\$169,771.00
4	2	All	LASD will promote safe, positive, and supportive school environments at each campus: teach, model, and reinforce appropriate behaviors; support students in social problem solving and empathy.			\$1,529,509.00		\$1,529,509.00
4	3	All	All students and staff will have access to mental health services.	\$5,018,693.00				\$5,018,693.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,202,522.00	\$1,637,195.00
LEA-wide Total:	\$1,202,522.00	\$1,637,195.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	LASD will further support high quality English Language Arts instruction through the use of instructional support teachers and targeted professional development.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$958,546.00	\$977,980.00
2	6	LASD will update the EL Master Plan, with specifics on a systematic plan for designated and integrated ELD.	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$94,444.00
3	1	All teachers will be trained in evidence-based intervention strategies for meeting individual student needs in literacy and math, including English language acquisition needs, to close the achievement gap.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	3	LASD will utilize instructional support	LEA-wide	English Learners Foster Youth	All Schools		\$129,330.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		teachers to connect professional development to classroom practice.		Low Income			
3	4	LASD will develop and implement a plan to better support long term English learners.	LEA-wide	English Learners Low Income	All Schools		\$92,025.00
3	5	Schools will further develop and implement concrete plans and tiered systems to support student academic and social-emotional needs.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	6	State and local data will be used at all levels to ensure all students are learning.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	\$12,500.00
3	7	Teachers will work in professional learning communities within the work day to impact practice and improve student learning.	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	8	LASD will provide a rich summer school experience for our most at risk learners.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,476.00	\$260,916.00