LCAP Year

| 2019 - 2020 |

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Los Alamitos Unified School District	Ondrea Reed Assistant Superintendent	oreed@losal.org (562) 799-4700

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Los Alamitos Unified School District (Los Al USD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach and the unincorporated community of Rossmoor. The students of Los Al USD are diverse, high-achieving and contribute greatly to the District's culture of excellence. Los Al USD prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low class sizes TK-12, by providing enrichment and intervention programs for all students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los Al USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los Al USD's population has attended District schools and over 90% of Los Al residents claim they live in Los Al as a result of the high-quality schools. Los Al USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

- Rigorous 5-year professional development plan for all teachers within their first five years.

- Ongoing training and coaching in District Signature Practices for all teachers.

- Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.

- Robust K-12 intervention programs and extended learning opportunities.

- Focus on technology and transformational learning with Project Lead the Way, Makerspaces, and Career Technical Education Pathways.

- Implementation of a 3-year plan for Next Generation Science Standards.

- Increased focus on inquiry-based instruction across all content areas.

- One of four districts in the United States named to the College Board's Advanced Placement Honor Roll seven years in a row.

- K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

State Indicator	Student Performance	Status	Change
English Learner Progress (K-12)	Information Only	81.6% of students scored above level 3. *No Performance Color. This was the first year with the transition from CELDT to ELPAC.*	
English Language Arts (3-8), 11	Blue	Very High 74.2 points above level 3	Maintained +0.9 points
Mathematics (3-8), 11	Blue	Very High 50.9 points above level 3	Increased +3.7 points
Suspension Rate (K-12)	Yellow	Low 2.3% suspended at least once	Increased +0.6%
Graduation Rate (9-12)	Blue	Very High 97.6% graduated	Maintained -0.2%
Chronic Absenteeism	Green	Low 2.6% chronically absent	Maintained +0.2%
College & Career	Blue	Very High 72.7% prepared	Increased +2.0%

CAASPP Results (2018): 82% of all students in grades 3-8, and 11 met or exceeded the standards in ELA. 74% of all students in grades 3-8, and 11 met or exceeded the standards in Math.

College Readiness (2018): A-G completion rate was 76% in 2018. Graduation rate was 97.6% in 2018. 63% of grade 12 students successfully completed an Advanced Placement class. Post-secondary enrollment rate was at 92%. Due to smaller class size our number of AP tests given declined however the passage rate increased. The AP Exam passage rate for 2018 was 85.1%. Los Alamitos is one of only four districts in the United States named to the College Board Honor Roll seven years in a row.

Professional Development (PD) (2018): 100% participation in the 5-year induction PD program for teachers new to Los Al. In-class coaching by teacher experts in District's Signature Practices. Demonstration lessons by teacher experts in District's Signature Practices. Los Al Connects (Summer and every other Spring) – District-wide PD day where teachers present on best practices for classroom instruction, technology and student supports. Monthly New Teacher Modules that offer PD to teachers in years 1-5, similar to the BTSA program.

Student Connectedness (2018): 74% of students participate in an extra-curricular activity (athletic team, arts program, club or activity on campus). This is an increase from 71% in 2017.

Parent Engagement (2018): Offered numerous parent education nights on topics related to cyber safety, digital citizenship, prescription medications, substance abuse and trends, anti-bullying, social-emotional supports, parent to student communication strategies, signature instructional practices and special education. Robust PTA, "Friends of" and Booster groups at school sites.

Los Alamitos Unified plans to build upon this progress by continual teacher professional development, one-on-one TOSA/teacher coaching, full implementation of the District's Signature Practices to promote best-first instruction. In addition, the District will support students just at, or just below grade level with targeted interventions as described in the Actions/Services.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Suspension Rate (2018)

The suspension rate for 2018 increased by 0.6% though maintaining a yellow status on the dashboard. This was an anticipated change due to the first full year of implementation in the way student suspensions and expulsions were recorded in Aeries. The district has implemented a Human Relations Task Force with a sub-committee focused on discipline and is exploring additional restorative practices. As of 2018, the district offers three alternative-to-suspension programs: intervention for substance abuse, cessation related to vaping/smoking, and a human relations workshop. Students attend the program in lieu of or in order to reduce suspension duration.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The English Learner subgroups demonstrate a performance gap as compared to their English-speaking counterparts. The English Learner subgroup is primarily comprised of students of Hispanic origin. The District plans on supplementing best first instruction through targeted before and after school interventions for reading and mathematics. The District plans on extending learning opportunities for students with this performance gap throughout the summer to enrich and bridge the transition from elementary school to middle school and middle school to high school. After school intervention opportunities for ELA and Math will be taught by credentialed, trained teachers under the direction of the Educational Services Department and designated math teacher on special assignment (TOSA) and reading foundations in the common core TOSA. The District is in the process of looking for a supplemental resource to integrate ELD standards into all ELA lessons as well as supply additional EL aide support.

The Homeless subgroup currently has a red indicator on the dashboard for Chronic Absenteeism. This subgroup has a population of 27 students. In addition, the Pacific Islander subgroup (33 students) and the Socioeconomically Disadvantaged subgroup (1,174 students) have an orange indicator on the dashboard. The District plans on setting up early warning indicators so site administrators can actively intervene and provide support for these students through multiple measures. These measures include SART meetings, SST meetings, SARB Meetings as well as individualized intervention supports as necessary.

The Students with Disabilities subgroup currently has an 80.6% graduation rate yielding an orange indicator for Graduation Rate on the California School Dashboard (this is a 4.3% decline from 2017). However, the students with disabilities that did not earn a diploma were students who earned Certificates of Completion per their Individualized Educational Program (IEP), or were students receiving continuing services due to extraordinary circumstances and earned a diploma beyond the date of graduation. Students with disabilities will continue to be supported through the best first instruction provided by highly qualified, highly trained teachers in addition to receiving intervention supports when needed. Students with disabilities will also be served in a co-teaching model (see Goal 2, Action 4).

The Hispanic and Students with Disabilities subgroups currently have yellow and orange indicators on the dashboard for College and Career. The District plans on continuing to support these subgroups through our expansion of CTE course offerings as well as pathway completion. In addition, we have a partnership with Cypress College for the dual enrollment program. In addition, we continue to offer support in academic areas so students can successfully complete A-G requirements.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The District currently has no schools who have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

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

Exemplary Teaching and Learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,7

Local Priorities: Board Priority 1

Annual Measurable Outcomes

Expected	Actual
Classroom teachers assigned to teach subjects for which they are credentialed. (Maintain)	This was maintained again for 18-19. 100% of teachers are assigned to teach in the content areas for which they are credentialed.
Participation in 5-Year PD Induction Program for all year 0-5 teachers. (Maintain)	This was maintained again for 18-19. 100% of teachers who are in years 1-5 participated in the districts five-year professional development program of signature practices.
Instructional coaching by TOSA for teacher cohorts as assigned by site principal. (Maintain)	This was maintained again for 18-19. Each school site was supported by multiple TOSA's who specialized in instructional practice, content/discipline specific or administrative support as decided by the site principal.
Implementation of NGSS TK-12 by Fall of 2017. (Full Implementation)	This was met. With the support of a K-12 NGSS TOSA all teachers were able to collaborate on a regular basis in addition to professional development opportunities offered by the NGSS TOSA. Teachers in grades TK-5 received a complete grade level NGSS unit, supplies and training to successfully implement this unit in their classroom. Grades 6-12 received additional content specific professional development provided by the NGSS TOSA. Demonstration Lessons were also provided grades K-12.

Expected	Actual
Use ICA and IAB results to inform instruction. (Increase by 1%)	This was not met due to a transition from ICA and IAB's to an implementation of our custom written District Benchmarks. The District's curriculum steering committee met and recommended transitioning from the use of ICA and IAB's to a CAASPP aligned district benchmark that is a predictor of CAASPP performance. One of the main reasons for the transition was the cumbersome about of time it takes to hand score parts of the ICA and IAB's. The new district benchmarks are aligned to the district's scope and sequence by grade level, provide more detailed information for teachers to individualize instruction and supply teachers with custom cut points for CAASPP predictability.

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
Professional Development a) 5-Year Induction Program of signature practices for all year 0-5 teachers b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs. d) Provide 1-2 release days for ICA/IAB hand scoring and collaboration. e) Provide professional development for NGSS roll out. f) Provide professional development for CA Social Science roll out.	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Not Implemented as planned. Release days were provided for the implementation of new district benchmarks instead of ICA/IAB. e) Implemented as planned f) Implemented as planned	**Total: $600,000** a) $200,000 b) $150,000 c) $150,000 d) $50,000 e) $50,000 f) $50,000 (Supplemental)	$591,516

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Materials All classroom resources will align and support the implementation of the Common Core State Standards in Math, ELA, Social Science and Science (NGSS).	Implemented as planned. In addition, steering committees were formed to support ELA, Social Science and upcoming NGSS textbook adoption.	**Total:** $150,000 (Supplemental)	$145,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Educational Technology By way of the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction.	Implemented as planned. Illuminate is being used at all 9 school sites to create gradebooks, analyze student district benchmark and CAASPP data. Teachers received training on how to score assessments in Illuminate. In addition, the Ed Tech Coordinator supports the implementation of the new custom district benchmarks and NGSS assessments. Teachers met to align scope and sequences among all sites and provided input.	**Total: $211,000** (Supplemental)	$212,089

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention a) Elementary – Utilize Intervention Teachers for push-in support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need.	a) Implemented as planned b) Implemented as planned. In addition, Saturday Academies were created to provide additional intervention for students. c) Implemented as planned. In addition,	**Total: $1,019,032** a) $530,000 b) $289,032 c) $150,000 (Supplemental)	$1,020,805

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
b) Middle School – 0 period math Intervention classes, summer math and science bridge courses. c) High School – Before/After School intervention, Griffin Lab, Griffin Virtual Lab, add up to 2 Algebra Lab classes.	Saturday Academies and a Virtual Academy through Adobe Connects were created to provide additional intervention for students. In addition, students in grades K-8 were provided additional intervention with Reading Plus before and after school in addition to the school day.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA Support a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI) b) Provide students in grades 9-10 a two-period English Lab and offer APEX English in the Skills Lab at LAHS.	a) Implemented as planned b) Implemented as planned	**Total: $40,000** a) $15,000 b) $25,000 (Supplemental)	$43,087

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Support a) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA. b) Provide students in grades 6-8 more minutes of math instruction with a math core.	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Implemented as planned	**Total: $331,500** a) $124,000 b) $7,500 c) $50,000 d) $150,000 (Supplemental)	$333,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
c) Provide a two-period Math Lab and offer APEX Math courses in the Skills Lab at LAHS. d) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Support Services a) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. b) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. c) Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities. d) Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Implemented as planned	**Total: $11,000** a) $9,000 b) $1,000 c) $1,000 d) $0 (Supplemental)	$10,180

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.

This was the sixth year for the 5-year induction professional development program for year 1-5 teachers. The program provides timely professional development for each teacher new to the Los Alamitos Unified School District in the Districts identified Signature Practices. The District believes comprehensive professional development for all teachers provides school sites the ability to diagnose and develop a timely intervention plan to ensure student achievement. Every new teacher participated in this action and, based on staff and administrator feedback, the District will continue these training efforts due to its value and long-term impact. The District also found the various interventions offered at each school site proved to be a resource. Each intervention will continue to be refined as student needs continue to diversify. One of our greatest challenges was continuing teachers in the role of TOSA due to budget constraints. The District will continue to offer TOSA support in the areas it had previously, however, TOSA roles and expectations will shift.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The comprehensive professional development offered by the Los Alamitos Unified School District resulted in all school sites providing high quality instruction in the District's Signature Practices. Student outcomes on the CAASPP ELA and Math demonstrate that students across the District are meeting or exceeding the standards based on the academic indicator residing in the blue range for both disciplines. Based on the students engaging in the District's redesigned benchmarks and local assessments, teachers were able to get a predictability of how students will perform on CAASPP. The benchmark data provided guidance for teachers to inform decisions on instruction for the balance of the school year. It also allowed for teachers to identify students in need of extra support by way of after/before school interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No Material Differences

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 the academic indicator for ELA and Math performances on CAASPP, there will be minimal to no change to the District's professional development and coaching plan for 2019-2020. TOSA support will be ongoing along with in class coaching, instructional networking and lesson demonstration. The District will continue with the newly implemented district benchmarks that replaced the use of the ICA and IAB's.

Goal 2

Exemplary Student Outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8
Local Priorities: Board Priority 1

Annual Measurable Outcomes

Expected	Actual
CAASPP Results Math – Increase by 2% and outperform state and county averages ELA – Increase by 2% and outperform state and county averages.	**ELA** – 82% of students met or exceeded standards, Performance Level Blue, Status Very High, Change Maintained (+0.9). **Math** – 74% of students met or exceeded standards, Performance Level Blue, Status Very High, Change Increased Significantly (+3.7).
A-G Completion Rate (Increase by 2% and outperform state and county averages.)	76% of students completed a-g requirements in 2018, up 3% from 2015. This was maintained from 18-19.
AP Participation Rate (Maintain or Increase)	The AP passage rate for 2018 was 85.1%, this was an increase from 2017. Los Alamitos has been names to the College Board Honor Roll for seven consecutive years.
CELDT Results (Increase by 2% and outperform state and county averages.)	This was the first year the ELPAC was operational and students scored very high. 81.6% of students scored above a level 3, of which about 37.8% of students were reclassified.
CTE Student Participation Rate (Maintain)	CTE participation maintained. 690 students at the 9-12 level were enrolled in a CTE course. This is an increase from the previous year.
College Preparedness (Maintain or Increase)	The College and Career Indicator on the dashboard has a blue status. 72.7% of students are prepared for college which is an increase of 5.6% from 2016 – 2017.

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
Interim Assessments & Collaboration a) ICA Hand Scoring Training/Calibration (1.5 days). b) District benchmark and data collaboration. c) Small group, targeted instruction – push in support by intervention teachers. d) Training on scoring and data analysis of new local assessments.	a) Not implemented as planned. The district transitioned from the use of ICA's to customized district benchmarks. b) Implemented as planned c) Implemented as planned d) Implemented as planned	**Total: $10,000** a) $5,000 b) $3,000 c) $2,000 d) $0 (Supplemental)	$9,100 (Supplemental)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase A-G completion through: a) Have all students grades 9-12 completed a Griffin Plan (4-year college readiness plan). b) Promote District-wide College Days PK-12. c) APEX course offerings (remediation and initial credit). d) Naviance in grades 9-12 and Kuder in grades 6-8.	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Implemented as planned	**Total: $27,000** a) $1,000 b) $1,000 c) $7,500 d) $17,500 (Supplemental)	$23,650

Action 3

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase AP Access for All: a) Offer PSAT to all 10 Grade students at no cost. b) Utilize Pre-AP data from PSAT results. c) Cover costs for AP exams for students that receive free/reduced lunch.	a) Implemented as planned b) Implemented as planned c) Implemented as planned	**Total: $13,000** a) $10,000 b) $1,000 c) $2,000 (Supplemental)	$16,200

Action 4

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Co-Teaching Model: a) Maintain co-teaching classes/sections. b) Provide PD for teachers working in a co-teach model.	a) Implemented as planned. In addition, 2 additional co-taught classes were added. b) Implemented as planned	**Total: $42,000** a) $35,000 b) $7,000 (Supplemental)	$44,003

Action 5

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces: a) Continue to offer PLTW units of study at the middle school. b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's	a) Implemented as planned b) Implemented as planned c) Implemented as planned	**Total: $135,000** a) $5,000 (Supplemental) b) $130,000 (Base) c) $0 (Base)	$134,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Spaces, STEAM fairs and "Day of Code." c) Increase Computer Science courses from two to three offerings.			

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 District continues to fully implement the Griffin Plan, District College Days, APEX and Naviance to drive A-G completion for students in grades 9-12. Every student in grade 10 took the PSAT/NMSQT and PSAT 10 to provide AP potential data for students not yet enrolled in an AP course. Grades 2-5 as well as grades 6-8 and 11 ELA and Math teachers implemented custom district benchmarks that were aligned to the scope and sequence teachers developed. The District offered numerous enrichment opportunities through STEAM fairs, Maker Spaces at each elementary site, on campus clubs, athletics and the arts. The District partnered with the Los Alamitos Education Foundation as well as the Youth Center - City of Los Alamitos to further engage students in a broad course of study and enrichment. The District also provided additional instructional aide support for students identified as EL for test taking, intervention and in class learning activities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Los Alamitos High School administered the PSAT to each 10th grade student. 100% of teachers in grades 2-8, and 11 gave their students the custom district benchmarks to measure CAASPP readiness as well as skill proficiency. Teachers in grades 2-8, 11 were provided release time to review the custom district benchmarks and provide input on the assessments. The District is in the green performance level for students identified as EL in their performance CAASPP ELA and Math. The District outperforms the state averages for met or exceeded standards on the CAASPP ELA and CAASPP Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No Material Differences

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 the academic indicator for ELA and Math performances on CAASPP for grades 3-8 and 11, there will be minimal to no change to the District's professional development and coaching plan for 2019-2020.   As a result of the academic indicator for ELA and Math performances on CAASPP for students classified as EL, there will be minimal to no change to the District's approach to best first instruction and intervention for students who require additional support for 2019-2020.

Goal 3

Exemplary Connections

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6
Local Priorities: Board Priority 1, 2 & 4

Annual Measurable Outcomes

Expected	Actual
Students Connected to School through extra-curricular activities measured District metrics (Maintain or Improve)	74% of students were connected ton one or more extra-curricular activities. This is an increase by 3% from 2017.
Graduation Rate (Maintain or Improve)	Graduation rate is 97.6%. Performance Level Blue, status is maintained, change -0.2%. This change is contributed to the fact that there were less students in the graduating class than the prior year.
Dropout Rate (Maintain or Improve)	Dropout rate at Middle School was 0% and at High School was 0.6% which is an increase. This was anticipated since students with special needs who are on the non-diploma track are included in the dropout rate.
Chronic Absenteeism (Decrease by 0.5%)	District Chronic Absenteeism is 2.6%. This shows a green indicator on the dashboard and a maintained status of 0.2%.
Suspension/Expulsion Rate (Decrease total suspensions by 10. Decrease total expulsions by 2.)	District Suspension rate is 2.3% which shows a yellow indicator on the dashboard with a change increase of 0.6%. In comparison the District Expulsion rate is 0.03% with no change from the year before. This increase in suspensions was anticipated as it was the first year of full implementation on how suspensions/expulsions are recorded in Aeries.
Parent Engagement (Maintain)	Parent Engagement has increased for 18-19. Additional parent volunteer opportunities were added for parents through the District Advisory Committee, Outdoor Science Advisory Committee, Special Education Parent Advisory

Expected	Actual
	and increased attendance at Parent Education Nights.
School Facilities (Maintain)	School Facilities have been maintained.
Attendance Rate (Maintain or Improve by 0.5%)	Attendance rate for 17-18 was 96.1% and to date for 18-19 is 96.6% which is an improvement of 0.5%.

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
Student Engagement - Increase student connectedness at school sites through: a) All-District arts events. b) Club activities at secondary sites. c) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension. d) Promote athletics participation.	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Implemented as planned	**Total: $16,000** a) $10,000 b) $5,000 c) $1,000 d) $0 (Supplemental)	$18,800

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement - Increase parent connectedness to school sites through: a) Parent education/information nights. b) Involvement in site and District committees.	a) Implemented as planned b) Implemented as planned	**Total: $10,000** a) $5,000 b) $5,000 (Supplemental)	$5,850

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase measures for student safety under the Director of Safety and Personnel Services. a) Physical security measures b) Procedural uniformity and monitoring c) Student/Site support – threat assessment/crisis response d) Campus Supervisor provided for all six K-5 school sites to assist with supervision for after school intervention.	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Implemented as planned	**Total: $195,104** a) $170,000 b) $16,104 c) $9,000 d) $0 (Supplemental)	$267,089

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. a) Foster youth/Homeless student supports b) Reduce Truancy Rate – SART & SARB c) Maintain/Improve Graduation and Drop Out Rates d) Canine drug detection program e) Random Drug Testing Program	a) Implemented as planned b) Implemented as planned c) Implemented as planned d) Implemented as planned e) Implemented as planned	**Total: $10,000** a) $1,000 b) $1,000 c) $0 d) $5,000 e) $3,000 (Supplemental)	$10,500

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.

Approximately 1,700 students participated in the All District Band and Orchestra Festival, All District Choral Festival and All District Jazz Festival. This is an increase of almost 200 students from the previous year. Through internal metrics, 74% of students at Los Alamitos High School participate in at least one extra-curricular activity. This is a 3% increase from the previous year. Los Alamitos High School offers over 100 clubs, 110 athletic/competitive teams (boys and girls), multiple levels of drama, marching band, jazz band, orchestra, symphonic band, show choir and dance ranging from an introductory level to nationally competitive levels. Opportunities for students to get connected continue to grow each year, with an expectation that a student is connected to at least one, but no more than three programs by the time they graduate from high school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Over 70% of students report feeling very safe or safe (CHKS Survey 2017-18). By way of the Skills Lab and the oversight of the Director of Safety and Personnel Services, Foster Youth Students were provided extra support services to graduate under AB216. In addition, six additional campus supervisors were added to each of our K-5 schools to provide additional security measures after school. Security fencing was also added at all of our K-5 school sites and the District is in the process of fencing the 6-12 school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences between the budgeted expenditures of $195,104 and the estimated actual expenditures of $267,089. Increase due to physical security measures taken to ensure the safety of all students.

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 stated in the district's greatest needs, a Human Relations Task Force with a sub-committee focused on discipline has been created, and is exploring additional restorative practices in addition to the currently available alternative-to-suspension programs. The district anticipates that the evaluation and improvement of discipline and restorative practices, as well as committee initiatives teaching tolerance and inclusion will maintain or decrease the suspension rate. The committee work will not

add any additional LCAP costs. As a result of the multiple extra-curricular offerings supported by the district and the percentage of students connected to school and feel either safe or very safe, there will be minimal to no change to this goal for 2019-20.

Stakeholder Engagement

LCAP Year: **2019-20**

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?

Numerous meetings over the course of the school year were held involving all stakeholders.

DAC Meeting #1 Messaging & Parent Input Workshop – 1/17/19 – General overview of LCFF and LCAP including discussing the eight state priorities. District leaders shared the Los Al story with the committee members. We began a general discussion and review of data to gain a contextualized understanding of where we are as a district and what our needs might be. Committee Members provided input through two different activities that aligned with the three goals in the LCAP.

DAC Meeting #2 Stakeholder Engagement Workshop – 2/28/19 – We continued in-depth discussion and analysis of LCFF and district data that focused on student performance outcomes as measured by the California School Dashboard.   We also solicited input on increasing or improving services for all students, specifically for English learners, low income, and ethnicity subgroups. We then shared the results of the electronic survey that was sent out to staff and families. DAC committee members provided feedback and insight to the survey responses and we discussed how they were aligned with the district priorities.

DAC Meeting #3 Final Draft Review Workshop – 5/16/19 – The committee reviewed the final draft of the 2019-20 LCAP with respect to the goals, actions, services and related budgeted expenditures (projected).

Town Hall Meeting – 5/16/19 – The Superintendent, accompanied by executive cabinet, the Educational Services Department, and Board members, held an LCAP forum to review the LCAP process, present the most current draft of the LCAP to community members and field questions, concerns and feedback.

Community Engagement Survey:

Total Responses: 493

Parents/Guardians: 374 Staff: 119

Dates Available: February 4 – February 25, 2019. (Chromebooks were made available for Stakeholders to participate.)

During the 2018 - 2019 school year multiple stakeholder groups (students, staff, & community) were engaged in the LCAP process:

2018 California Healthy Kids Survey Data (students): 8/2018

School Site Council's at Sites (students & staff): Various dates in January and March 2019

District Advisory Council (staff & community): 1/17/19 & 2/28/19

District English Learner Advisory Council (staff & community): 10/30/18

Board of Education Workshop (Board of Education & Community): 6/4/19

LCAP Survey to Parents/Guardians & Staff (community/parents/guardians & staff): see above

Joint Negotiations Meetings with Classified and Certificated Bargaining Units (staff):

Operations Steering Committees (staff & community): 1/9/19 & 4/3/19

PreK-12 Administrative Meetings (staff): 3/6/19 & 4/3/19

During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Specifically, our stakeholders were interested in three things: 21st Century Learning, Preparation for Post-Secondary College and Career Opportunities, and teachers meeting individual needs of diverse learner styles (i.e. professional development).

To this end, our LCAP specifically addresses these needs by adding support and resources to the following initiatives: K-12 NGSS Science TOSA, additional CTE support and focus in grades 6-12, materials, and community relationships.

Overall, our stakeholders provided us with important perspectives on how the District is serving their students' needs and how the LCAP can further bolster those efforts. The stakeholder engagement process allowed the District to articulate how its Board Priorities align and meet the current State and Local Priorities and demonstrate how the District is performing under the State's metrics.

Each consultation provided greater insight to the community's desire for student outcomes, student experiences and overall performance. These consultations provided the District a platform to communicate its philosophy on teaching and learning, inform constituents of the District's results as they pertain to the current state and local metrics and reflect on its current state of progress. Overall, the District's ability to engage its stakeholders and further promote collaboration amongst all community members was extremely valuable.

As a result of the LCAP process, the District received a wealth of information from the community and staff through separate surveys for each constituency. The results of the surveys allowed the District to gain insight as to the community's desire for their students' educational experience and promoted authentic discussion around areas of improvement for current programs.

PARENT/STUDENT/STAFF COMMUNITY ENGAGEMENT SURVEY:

Feedback from the Community LCAP Survey and Stakeholder meetings created the foundation for Los Al to develop goals for all pupils in the District.

Input via the Community Survey had impact on the prioritization of goals for improved additional services. Based on the survey results, most responses favored the following goals and outcomes:

Students:

Access to College Prep Courses, Preparing for Post-Secondary Opportunities, 21st Century Technology Skills

Parents:

Preparing for Post-Secondary Opportunities, Ongoing Counseling and Intervention Services, Increase Access to College and Career for all Students, Student Connectedness

EL Parents:

Ongoing Counseling and Intervention Services, Enhance Early Interventions, Preparing for Post-Secondary Opportunities, Student Connectedness

Staff:

Preparing for Post-Secondary Opportunities, Ongoing Counseling and Intervention Services, Subject Area Collaboration Time for Teachers

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)

Unchanged Goal

Goal 1

Exemplary Teaching & Learning

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: Board Priority 1

Identified Need:

Need #1 – Each school site shall be staffed with highly qualified, highly trained, credentialed teachers.

Need #2 – Design and manage a comprehensive staff development plan that aligns to the District's Signature Instructional Practices for new teachers (in District for 0-5 years) and veteran teachers (in District for 6 or more years).

Need #3 – Utilize teacher leaders in TOSA and coordinator roles to execute model lessons, provide in class coaching, demonstrate transformative ways in which to incorporate technology into the classroom, and promote collaboration and communication across each school site.

Need #4 – Assess and interpret student achievement through data collected through local measures (benchmarks, skills assessments, unit exams, etc.) and state measures (interim assessments).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom teachers assigned to teach subjects for which they are credentialed.	100% (2016-17) of teachers are assigned to teach in the content area for which they are credentialed.	Maintain	Maintain	Maintain
Participation in 5-Year PD Induction Program for all year 0-5 teachers	100% (2016-17) of year 0-5 teachers participated in PD Induction Program.	Maintain	Maintain	Maintain
Instructional coaching by TOSA for teacher cohorts as	100% (2016-17) of teacher cohorts as assigned by site principal, receive	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assigned by site principal.	instructional coaching.			
Implementation of NGSS TK-12 by Fall of 2017.	Elementary teachers, secondary teachers and administrators will collaborate on NGSS implementation in 2016-17.	Partial Implementation	Full Implementation	Full Implementation
Use ICA and IAB results to inform instruction.	95% (2016-17) of ELA and Math teachers administered ICA and/or IAB	Increase by 1%	Increase by 1%	This metric is no longer being used. Instead, the District has moved to full implementation of custom written District Benchmarks. The District's curriculum steering committee met and recommended transitioning from the use of ICA and IAB's to a CAASPP aligned district benchmark that is a predictor of CAASPP performance. The new district benchmarks are aligned to the district's scope and sequence by grade level, provide more detailed information for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				teachers to individualize instruction and supply teachers with custom cut points for CAASPP predictability. The goal is that at least 97% of teachers access these benchmarks.

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:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

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)

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development a) 5-Year Induction Program of signature practices for all year 0-5 teachers b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs. d) Provide 1-2 release days for ICA/IAB hand scoring and collaboration. e) Provide professional development for NGSS roll out. f) Provide professional development for CA Social Science roll out.	**Professional Development** a) 5-Year Induction Program of signature practices for all year 0-5 teachers b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs. d) Provide 1-2 release days for ICA/IAB hand scoring and collaboration. e) Provide professional development for NGSS roll out. f) Provide professional development for CA Social Science roll out.	**Professional Development** a) 5-Year Induction Program of signature practices for all year 0-5 teachers b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs. d) Provide 1-2 release days for teachers review benchmark assessment data. (Benchmarks replaced ICA/IAB) e) Provide professional development for NGSS roll out. f) Provide professional development for CA Social Science roll out.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $350,000** a) $150,000 d) $45,000 b) $100,000 e & f) $5,000 c) $50,000	**Total: $600,000** a) $200,000 d) $50,000 b) $150,000 e & f) $50,000 c) $150,000	**Total: $600,000** a) $200,000 d) $50,000 b) $150,000 e & f) $50,000 c) $150,000
Source	Supplemental	Supplemental	Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	Teacher Salaries Contracted Services	Teacher Salaries Contracted Services	Teacher Salaries Contracted Services

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	All Schools

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)

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional Materials - All classroom resources will align and support the implementation of the Common Core State Standards in Math, ELA, Social Science and Science (NGSS).	**Instructional Materials -** All classroom resources will align and support the implementation of the Common Core State Standards in Math, ELA, Social Science and Science (NGSS).	**Instructional Materials -** All classroom resources will align and support the implementation of the Common Core State Standards in Math, ELA, Social Science and Science (NGSS).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $100,000**	**Total: $150,000**	**Total: $150,000**
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Material & Supplies	Material & Supplies	Material & Supplies

Action 3

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 | All Schools |

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)

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Educational Technology – By way of the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction.	**Educational Technology –** By way of the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction.	**Educational Technology –** By way of the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $206,000**	**Total: $211,000**	**Total: $211,000**
Source	Base: $73,000 Supplemental: 133,000	Supplemental: 211,000	Supplemental: 211,000
Budget Reference	Coordinator Salary Material & Supplies Consulting Services	Coordinator Salary Material & Supplies Consulting Services	Coordinator Salary Material & Supplies Consulting Services

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):

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)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth & Low Income	LEA-wide	All Schools

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Intervention a) Elementary – Utilize Intervention Teachers for push-in support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need. b) Middle School – 0 period math Intervention classes, summer math and science bridge courses. c) High School – Before/After School intervention, Griffin Lab, Griffin Virtual Lab, add up to 2 Algebra Lab classes.	**Intervention** a) Elementary – Utilize Intervention Teachers for push-in support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need. b) Middle School – 0 period math Intervention classes, summer math, science bridge courses and Saturday academies c) High School – Before/After School intervention, Griffin Lab, Saturday Academies, Griffin Virtual Lab, add up to 2 Algebra Lab classes. d) Grades 3-8: Reading Plus Intervention for students before and after school in addition to the instructional day.	**Intervention** a) Elementary – Utilize Intervention Teachers for push-in support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need. b) Middle School – 0 period math Intervention classes, summer math, science bridge courses and Saturday academies c) High School – Before/After School intervention, Griffin Lab, Saturday Academies, Griffin Virtual Lab, add up to 2 Algebra Lab classes, additional sections of Algebra classes that are 15:1 d) Grades 3-8: Reading Plus Intervention for students before and after school in addition to the instructional day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $703,000** a) $400,000 b) $153,000 c) $150,000	**Total: $1,019,032** a) $530,000 b) $289,032 c) $200,000	**Total: $1,019,032** a) $530,000 b) $289,032 c) $200,000 d)
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Teacher Salaries Materials & Supplies	Teacher Salaries Materials & Supplies	Teacher Salaries Materials & Supplies

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)

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth & Low Income	LEA-wide	All Schools

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
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ELA Support a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI) b) Provide students in grades 9-10 a two-period English Lab and offer APEX English in the Skills Lab at LAHS.	**ELA Support** a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI). b) Provide students in grades 9-10 a two-period English Lab and offer APEX English in the Skills Lab at LAHS. c) Provide students in grades 3-8 with additional reading intervention with Reading Plus. d) Increase EL Aide support.	**ELA Support** a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI). b) Provide students in grades 9-10 a two-period English Lab and offer APEX English in the Skills Lab at LAHS. c) Provide students in grades 3-8 with additional reading intervention with Reading Plus. d) Increase EL Aide support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $40,000** a) $15,000 b) $25,000	**Total: $40,000** a) $15,000 b) $25,000	**Total: $40,000** a) $15,000 b) $25,000 c) d)

Year	2017-18	2018-19	2019-20
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Teacher Salaries Materials & Supplies Instructional Aide Support Contracted Services	Teacher Salaries Materials & Supplies Instructional Aide Support Contracted Services	Teacher Salaries Materials & Supplies Instructional Aide Support Contracted Services

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)

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth & Low Income	LEA-wide	All Schools

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math Support e) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA. f) Provide students in grades 6-8 more minutes of math instruction with a math core. g) Provide a two-period Math Lab and offer APEX Math courses in the Skills Lab at LAHS. h) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA.	**Math Support** a) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA. b) Provide students in grades 6-8 more minutes of math instruction with a math core. c) Provide a two-period Math Lab and offer APEX Math courses in the Skills Lab at LAHS. d) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA.	**Math Support** a) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA. b) Provide students in grades 6-8 more minutes of math instruction with a math core. c) Provide a two-period Math Lab and offer APEX Math courses in the Skills Lab at LAHS. d) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $266,500** a) $124,000 b) $7,500 c) $10,000 d) $125,000	**Total: $331,500** a) $124,000 b) $7,500 c) $50,000 d) $150,000	**Total: $331,500** a) $124,000 b) $7,500 c) $50,000 d) $150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Teacher Salaries Materials & Supplies	Teacher Salaries Materials & Supplies	Teacher Salaries Materials & Supplies

Action 7

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):

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)

Foster Youth	LEA-wide	All Schools

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional Support Services e) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. f) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. g) Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities. h) Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.	**Instructional Support Services** a) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. b) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. c) Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities. d) Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.	**Instructional Support Services** a) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. b) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. c) Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities. d) Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $11,000** a) $9,000 b) $1,000 c) $1,000 d) $0	**Total: $11,000** a) $9,000 b) $1,000 c) $1,000 d) $0	**Total: $11,000** a) $9,000 b) $1,000 c) $1,000 d) $0
Source	Base	Supplemental	Base
Budget Reference	Admin Salaries Materials & Supplies	Admin Salaries Materials & Supplies	Admin Salaries Materials & Supplies

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)

Unchanged Goal

Goal 2

Exemplary Student Outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: Board Priority 1

Identified Need:

Need #1: Increase student performance on CAASPP ELA and Math by 3% and to be surpass the county and state averages.

Need #2: Increase A-G completion rate by 2% to enhance college and career readiness.

Need #3: Maintain or increase AP participation by 2% for all students.

Need #4: Increase English language acquisition status for students classified as EL by 2%.

Need #5: Maintain or increase student participation in Career Technical Education courses by 2%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Results	2015-16 Math – 72% met or exceeded standards ELA - 81% met or exceeded standards (see state indicator table below)	Math – Increase by 2% and outperform state and county averages ELA – Increase by 2% and outperform state and county averages.	Math – Increase by 2% and outperform state and county averages ELA – Increase by 2% and outperform state and county averages.	Math – Increase by 2% and outperform state and county averages ELA – Increase by 2% and outperform state and county averages.

State Indicator table (within Baseline):

State Indicator	Student Performance	Status	Change
English Language Arts (3-8)	⊛	Very High 68.9 points above level 3	Increased +19.4 points
Mathematics (3-8)	⊛	Very High 49.9 points above level 3	Increase Significantly +16.4 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G completion rate	2015-16 A-G Completion rate was 76% **Total Number of 2013-14 Cohort Students: 736** 	College/Career Level	# of Cohort Students at Each Level	% of Cohort Students at Each Level
Prepared	425	57.7%
Approaching Prepared	104	14.1%
Not Prepared	207	28.1%		Increase by 2% and outperform state and county averages.	Increase by 2% and outperform state and county averages.	Increase by 2% and outperform state and county averages.
AP participation rate	Number of AP exams taken: 1,951 Number of AP exams with a score of 3 or higher: 1,550 AP pass rate: 79.4%	Maintain or Increase	Maintain or Increase	Maintain or Increase
CELDT results	2015-16 59% of students are at a performance level of early advanced or above. | State Indicator	Student Performance	Status	Change		Increase by 2% and outperform state and county averages.	Increase by 2% and outperform state and county averages.	Increase by 2% and outperform state and county averages on the ELPAC (new test that replaced CELDT).

Metrics/Indicators	Baseline			2017-18	2018-19	2019-20
	English Learner Progress (K-12)		High 80.8% — Maintained +0.9%			
CTE student participation rate	2015-16 56% of students participated in at least one CTE or ROP course.			Maintain	Maintain	Maintain
College Preparedness	2016-17 67.1% of students were prepared for college as stated on the dashboard.			Maintain or Increase	Maintain or Increase	Maintain or Increase

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

All Schools

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)

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Interim Assessments & Collaboration a) ICA Hand Scoring Training/Calibration (1.5 days). b) District benchmark and data collaboration. c) Small group, targeted instruction – push in support by intervention teachers.	**Interim Assessments & Collaboration** a) ICA Hand Scoring Training/Calibration (1.5 days). b) District benchmark and data collaboration. c) Small group, targeted instruction – push in support by intervention teachers. d) Training on scoring and data analysis of new local assessments.	**Interim Assessments & Collaboration** a) District benchmark and data collaboration. b) Small group, targeted instruction – push in support by intervention teachers. c) Training on scoring and data analysis of new local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $10,000** a) $5,000 b) $3,000 c) $2,000	**Total: $10,000** a) $5,000 b) $3,000 c) $2,000	**Total: $10,000** a) $5,000 b) $3,000 c) $2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Teacher Salaries – Subs Teacher Salaries – Extra Hours	Teacher Salaries – Subs Teacher Salaries – Extra Hours	Teacher Salaries – Subs Teacher Salaries – Extra Hours

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	All Schools

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)

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
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase A-G completion through: a) Have all students grades 9-12 completed a Griffin Plan (4-year college readiness plan). b) Promote District-wide College Days PK-12. c) APEX course offerings (remediation and initial credit). **d)** Naviance in grades 9-12 and Kuder in grades 6-8.	**Increase A-G completion through:** a) Have all students grades 9-12 completed a Griffin Plan (4-year college readiness plan). b) Promote District-wide College Days PK-12. c) APEX course offerings (remediation and initial credit). d) Naviance in grades 9-12 and Kuder in grades 6-8.	**Increase A-G completion through:** a) Have all students grades 9-12 completed a Griffin Plan (4-year college readiness plan). b) Promote District-wide College Days PK-12. c) APEX course offerings (remediation and initial credit). d) Naviance in grades 9-12 and Kuder in grades 6-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $99,500** a) $73,700 b) $1,000 c) $7,500 d) $17,300	**Total: $27,000** a) $1,000 b) $1,000 c) $7,500 d) $17,500	**Total: $27,000** a) $1,000 b) $1,000 c) $7,500 d) $17,500

Year	2017-18	2018-19	2019-20
Source	Base: $75,000 Supplemental: $24,500	Supplemental: $27,000	Supplemental: $27,000
Budget Reference	Contracted Services Materials & Supplies	Contracted Services Materials & Supplies	Contracted Services Materials & Supplies

Action 3

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):

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	Schoolwide	Los Alamitos High School

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
Unchanged	Unchanged	Unchanged

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

Increase AP Access for All:

d) Offer PSAT to all 10 Grade students at no cost.

e) Utilize Pre-AP data from PSAT results.

f) Cover costs for AP exams for students that receive free/reduced lunch.

Increase AP Access for All:

a) Offer PSAT to all 10 Grade students at no cost.

b) Utilize Pre-AP data from PSAT results.

c) Cover costs for AP exams for students that receive free/reduced lunch.

Increase AP Access for All:

a) Offer PSAT to all 10 Grade students at no cost.

b) Utilize Pre-AP data from PSAT results.

c) Cover costs for AP exams for students that receive free/reduced lunch.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $13,000** a) $10,000 b) $1,000 c) $2,000	**Total: $13,000** a) $10,000 b) $1,000 c) $2,000	**Total: $13,000** a) $10,000 b) $1,000 c) $2,000
Source	Base	Supplemental	Supplemental
Budget Reference	Contracted Services Materials & Supplies	Contracted Services Materials & Supplies	Contracted Services Materials & Supplies

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	McGaugh Elementary, McAuliffe Middle School, Oak Middle School & Los Alamitos High School

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)

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Co-Teaching Model: c) Maintain co-teaching classes/sections. d) Provide PD for teachers working in a co-teach model.	**Co-Teaching Model:** a) Maintain co-teaching classes/sections. b) Provide PD for teachers working in a co-teach model.	**Co-Teaching Model:** a) Maintain co-teaching classes/sections. b) Provide PD for teachers working in a co-teach model.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $42,000** a) $35,000 b) $7,000	**Total: $42,000** a) $35,000 b) $7,000	**Total: $42,000** a) $35,000 b) $7,000
Source	Base: $35,000 Supplemental: $7,000	Supplemental: $42,000	Supplemental: $42,000
Budget Reference	Teacher Salaries Teacher Salaries – Subs & Extra Hours	Teacher Salaries Teacher Salaries – Subs & Extra Hours	Teacher Salaries Teacher Salaries – Subs & Extra Hours

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	McAuliffe Middle School, Oak Middle School, & Los Alamitos High School

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)

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
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces: a) Continue to offer PLTW units of study at the middle school. b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code."	**Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces:** a) Continue to offer PLTW units of study at the middle school. b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code." c) Increase Computer Science courses from two to three offerings.	**Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces:** a) Continue to offer PLTW units of study at the middle school. b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code." c) Increase Computer Science courses from two to three offerings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $135,000** a) $5,000 b) $130,000	**Total: $135,000** a) $5,000 b) $130,000	**Total: $135,000** a) $5,000 b) $130,000 c)
Source	Base	Base $130,000 Supplemental $5,000	Base $130,000 Supplemental $5,000
Budget Reference	Teacher Salaries Materials & Supplies	Teacher Salaries Materials & Supplies	Teacher Salaries Materials & Supplies

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)

Unchanged Goal

Goal 3

Exemplary Connections

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Board Priority 1

Identified Need:

Need #1: Maintain or increase student connectedness in the 4 A's: Academics, Athletics, Activities, and the Arts.

Need #2: Increase authentic parental involvement in site and District committees.

Need #3: Maintain a positive and safe school climate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students Connected to School through extra-curricular activities measured District metrics	2015-16: 74% of students participated in an extra-curricular activity	Maintain or improve	Maintain or improve	Maintain or improve
Graduation Rate	2015-16: 98.6% Graduation Rate	Maintain or improve	Maintain or improve	Maintain or improve
Dropout rate	2015-16: 0% in Middle School 2015-16: 0.7% in High School	Maintain or improve	Maintain or improve	Maintain or improve

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2015-16: 5.6%	Decrease by 0.5%	Decrease by 0.5% or Maintain	Decrease by 0.5% or Maintain
Suspension/Expulsion Rate	2015-16: 1.4% (135 Suspensions) 2015-16: .01% (9 Expulsions)	Decrease total suspensions by 10. Decrease total expulsions by 2.	Maintain or decrease	Maintain or decrease
Parent Engagement	2015-16: Offered 15 parent nights for safety, special education, GATE/Honors, unduplicated students and instructional practices.	Maintain	Maintain	Maintain
School Facilities	Ensure school facilities are maintained, in good repair, and updated as needed.	Maintain	Maintain	Maintain
Attendance Rate	2016-17: 97.0%	Maintain or Improve by 0.5%	Maintain or Improve by 0.5%	Maintain or Improve by 0.5%

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

Location(s):

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

Los Alamitos High School

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)

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Engagement - Increase student connectedness at school sites through: e) All-District arts events. f) Club activities at secondary sites. g) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension. h) Promote athletics participation.	**Student Engagement - Increase student connectedness at school sites through:** a) All-District arts events. b) Club activities at secondary sites. c) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension. d) Promote athletics participation.	**Student Engagement - Increase student connectedness at school sites through:** a) All-District arts events. b) Club activities at secondary sites. c) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension. d) Promote athletics participation. e) Mascot provided for LAHS to increase student engagement and participation at events in alignment with the 4 A's.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $55,000** a) $10,000 b) $5,000 c) $40,000	**Total: $16,000** a) $10,000 b) $5,000 c) $1,000	**Total: $16,000** a) $10,000 b) $5,000 c) $1,000 d) e) $12,000
Source	Base	Supplemental	Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	Materials & Supplies Contracted Services	Materials & Supplies Contracted Services	Materials & Supplies Contracted Services

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	All Schools

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)

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
Unchanged	Unchanged	Unchanged

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

Parent Engagement - Increase parent connectedness to school sites through:
 	
  c) Parent education/information nights.
 	
  d) Involvement in site and District committees.
	Parent Engagement - Increase parent connectedness to school sites through:
	
	  a) Parent education/information nights.
	
	  b) Involvement in site and District committees.
		Parent Engagement - Increase parent connectedness to school sites through:
		
		  a) Parent education/information nights.
		
		  b) Involvement in site and District committees.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $10,000** a) $5,000 b) $5,000	**Total: $10,000** a) $5,000 b) $5,000	**Total: $10,000** a) $5,000 b) $5,000
Source	Base	Supplemental	Supplemental
Budget Reference	Materials & Supplies Admin Salaries	Materials & Supplies Admin Salaries	Materials & Supplies Admin Salaries

Action **3**

Students to be Served:

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

All

Location(s):

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

All Schools

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)

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
Unchanged	Modified	Modified

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

Increase measures for student safety under the Director of Safety and Personnel Services.
 	
  a) Physical security measures
 	
  b) Procedural uniformity and monitoring
 	
  c) Student/Site support – threat assessment/crisis response
	Increase measures for student safety under the Director of Safety and Personnel Services.
	
	  a) Physical security measures
	
	  b) Procedural uniformity and monitoring
	
	  c) Student/Site support – threat assessment/crisis response
	
	  d) Campus Supervisor provided for all six K-5 school sites to assist with supervision for after school intervention.
		Increase measures for student safety under the Director of Safety and Personnel Services.
		
		  a) Physical security measures
		
		  b) Procedural uniformity and monitoring
		
		  c) Student/Site support – threat assessment/crisis response
		
		  d) Campus Supervisor provided for all six K-5 school sites to assist with supervision for after school intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $199,000** a) $170,000 b) $20,000 c) $9,000	**Total: $195,104** a) $170,000 b) $16,104 c) $9,000	**Total: $490,622** a) $420,622 b) $50,000 c) $20,000 d)
Source	Base: $170,000 Supplemental: $29,000	Supplemental: $195,104	Supplemental: $490,622
Budget Reference	Materials & Supplies Admin Salaries	Materials & Supplies Admin Salaries	Materials & Supplies Admin Salaries

Action   4

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	All Schools

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)

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
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Personnel Services. g) Foster youth/Homeless student supports h) Reduce Truancy Rate – SART & SARB i) Maintain/Improve Graduation and Drop Out Rates j) Canine drug detection program k) Random Drug Testing Program	**Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Personnel Services.** a) Foster youth/Homeless student supports b) Reduce Truancy Rate – SART & SARB c) Maintain/Improve Graduation and Drop Out Rates d) Canine drug detection program e) Random Drug Testing Program	**Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Personnel Services.** a) Foster youth/Homeless student supports b) Reduce Truancy Rate – SART & SARB c) Maintain/Improve Graduation and Drop Out Rates d) Canine drug detection program e) Random Drug Testing Program f) Middle School Summit Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**Total: $10,000** a) $1,000 b) $1,000 c) $0 d) $5,000 e) $3,000	**Total: $10,000** a) $1,000 b) $1,000 c) $0 d) $5,000 e) $3,000	**Total: $10,000** a) $1,000 b) $1,000 c) $0 d) $5,000 e) $3,000 f)
Source	Base $10,000	Supplemental $10,000	Supplemental $10,000

Year	2017-18	2018-19	2019-20
Budget Reference	Materials & Supplies Admin Salaries Contracted Services	Materials & Supplies Admin Salaries Contracted Services	Materials & Supplies Admin Salaries Contracted Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$ 2,986,154

Percentage to Increase or Improve Services

3.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on a LEA-wide basis while also principally targeting unduplicated pupils as described in this section:

Elementary Reading Lab

Middle School 0 Period Math Intervention & Reading

High School Griffin Lab and Extra Algebra Lab Classes

Foster Youth Liaison

Intervention Teachers – push in and pull out service delivery

Reading Plus Intervention

ELA & Math Support

Increased PSAT/AP Access

The Los Alamitos Unified School District team reviewed the educational services provided to students through state and local metrics. The findings indicated that each school is performing at or above the targeted levels. The District believes its current programs, high student achievement results, and survey related data indicate the current use of funds in a districtwide manner is the most effective use of funds. Per the California School Dashboard, Los Alamitos Unified is performing well above the baseline metrics. Los Alamitos Unified will continue to put systems in place to monitor student success, the professional development of teachers and the overall effectiveness of current teaching materials and targeted intervention programs.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$ 2,757,405

Percentage to Increase or Improve Services

3.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on a LEA-wide basis while also principally targeting unduplicated pupils as described in this section:

Elementary Reading Lab

Middle School 0 Period Math Intervention & Reading

High School Griffin Lab and Extra Algebra Lab Classes

Foster Youth Liaison

Intervention Teachers – push in and pull out service delivery

Reading Plus Intervention

ELA & Math Support

Increased PSAT/AP Access

The Los Alamitos Unified School District team reviewed the educational services provided to students through state and local metrics. The findings indicated that each school is performing at or above the targeted levels. Areas that show a needs improvement are correlated with the increase of students from the prior year, specifically Foster Youth in regards to suspensions. The Foster Youth count in 15-16 was 0 students and increased to 17 students in 16-17. The District believes its current programs, high student achievement results, and survey related data indicate the current use of funds in a districtwide manner is the most effective use of funds. Per the California School Dashboard, Los Alamitos Unified is performing well above the baseline metrics. Los Alamitos Unified will continue to put systems in place to monitor student success, the professional development of teachers and the overall effectiveness of current teaching materials and targeted intervention programs.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,748,909	2.30%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All funds are being expended on a LEA-wide basis while also principally targeting unduplicated pupils as described in this section:

Elementary Reading Lab

Middle School 0 Period Math Intervention

High School Griffin Lab and Extra Algebra Lab Classes

Foster Youth Liaison

Intervention Teachers – push in and pull out service delivery

The Los Alamitos Unified School District team reviewed the educational services provided to students through state and local metrics. The findings indicated that each school is performing at or above the targeted levels. The District believes its current programs, student achievement results, and survey related data indicate the current use of funds in a districtwide manner is the most effective use of funds. Per the California School Dashboard, Los Alamitos Unified is performing well above the baseline metrics. Los Alamitos Unified will continue to put systems in place to monitor student success, the professional development of teachers and the overall effectiveness of current teaching materials and targeted intervention programs.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

>- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

>- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

>- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

>For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

   b. Mathematics – CCSS for Mathematics

   c. English Language Development (ELD)

   d. Career Technical Education

   e. Health Education Content Standards

   f. History-Social Science

   g. Model School Library Standards

   h. Physical Education Model Content Standards

   i. Next Generation Science Standards

   j. Visual and Performing Arts

   k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

D. The English learner reclassification rate;

E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) "High school dropout rate" shall be calculated as follows:

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

(2) The total number of cohort members.

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

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

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

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

(e) "Expulsion rate" shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019